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ABSTRACT

The booklet consists of 12 papers on the provision of appropriate secondary education programs for handicapped students, presented at the Council for Exceptional Children's Invisible College Conference on Learning and Behavioral Problems of Handicapped Students in Secondary Programs, held on November, 1976. Titles and authors include "Accepting the Challenge to Provide Educational Alternatives for Secondary Level Students with Special Needs" (F. Wood), "Secondary and Special Education--Sharing the Agonies of Change" (M. Reynolds), Eligibility Criteria--A New Model" (J. George), "The Educational Delivery System at the Secondary Level" (R. Simches), "Program Alternatives--Using Community and Educational Resources" (K. Dial), "The Role of the Family" (R. Kroth), "A Partnership Between Regular and Special Educators--From Adversaries to Advocates" (V. Brown, F. Wood), "Academics for Handicapped Students in Our Secondary Schools--Where Do we Begin?" (L. Goodman), "Vocational Education" (J. Dewey), "How Effective is Affective Education in Our Secondary Schools?" (H. Rosenberg), "Help for Students Past Help--A Diagnostic, Prescriptive, Resource Room Model for Learning Disabled Adolescents" (D. Murphy), and "FOCUS--A Successful Secondary School Program for Dealing with Disaffected Youth" (E. Larsen). (DLS)

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a report from the cec invisible college on learning and behavioral problems of handicapped students in secondary school programs

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exceptional students in secondary schools

Edited by
June B. Jordan

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Frank H. Wood

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contents

	participants	**iv**
	preface	**viii**
1.	**accepting the challenge to provide educational alternatives for secondary level students with special needs** frank h. wood	**1**
2.	**secondary and special education: sharing the agonies of change** maynard c. reynolds	**9**
3.	**eligibility criteria: a new model** james e. george	**17**
4.	**the educational delivery system at the secondary level** raphael f. simches	**25**
5.	**program alternatives: using community and educational resources** keith a. dial	**31**
6.	**the role of the family** roger l. kroth	**45**
7.	**a partnership between regular and special educators: from adversaries to advocates** virginia l. brown frank h. wood	**55**
8.	**academics for handicapped students in our secondary schools—where do we begin?** libby goodman	**60**
9.	**vocational education** john e. dewey	**78**
10.	**how effective is affective education in our secondary schools?** harry e. rosenberg	**86**
11.	**help for students past help—a diagnostic, prescriptive, resource room model for learning disabled adolescents** deborah a. murphy	**102**
12.	**FOCUS: a successful secondary school program for dealing with disaffected youth** edward d. larsen	**111**

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participants

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James E. George, *EdD, is an independent technical assistance consultant for EDU-Services, located in Dallas, Texas. Among his areas of expertise are teacher training, administrative strategies, third party evaluation, and needs assessment. He holds both secondary and guidance certificates, has worked as a teacher, and was the department director for the Education Service Center, Region X. Other experiences include statewide committee memberships on the Council for Personnel Preparation for the Handicapped and the State Board Special Education Advisory Committee. Dr. George has published reports and products from many projects including the Pupil Appraisal Team (PAT), Career Opportunities Program (COP), Special Education for Regular Teachers (SERT), Children Having Individual Language Disabilities (CHILD), and Changing Curriculum for Exceptional Children (CCEC).*

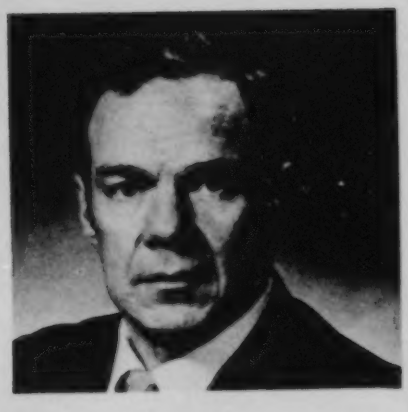
Libby Goodman, *EdD, is Director of Special Education for Administrative Services, School District of Philadelphia. Her training is in both mental retardation and learning disabilities, and she holds certificates in instruction and supervision. Learning and behavior disorders at the secondary level are primary topics in Dr. Goodman's many publications and convention presentations. She has worked previously as coordinator, Learning Disabilities Program, Montgomery County Intermediate Unit, Pennsylvania. Other appointments include: participant in project proposal review panels, Bureau of Education for the Handicapped; on-site evaluator of Title VI-G projects, Bureau of Education for the Handicapped; project evaluator, Easter Seal Society for Crippled Children and Adults; and Project Director, ESEA Title III, Curriculum for Secondary Learning Disabilities Program.*

Roger L. Kroth, *EdD, is Professor of Special Education, University of New Mexico, Albuquerque. His professional career has included experience in classroom teaching, counseling, guidance, and teacher education. He has served in advisory and consultative capacities to numerous community, state, and national organizations, as well as to the special education constituencies in Costa Rica and Honduras. A life member and former officer of Phi Delta Kappa, Dr. Kroth has also been past president of The Council for Exceptional Children's New Mexico Chapter 301, the Northeast Kansas Chapter, and the Kansas State Federation. In addition to publishing extensively on evaluation, behavioral management techniques, counseling, and guidance services, Dr. Kroth is particularly noted for his writing in the area of home environment and parent involvement.*

Edward D. Larsen, *MA, is Chairman, Focus Program, Kellogg High School, Roseville, Minnesota. He has been instrumental in both the planning and implementation of Focus, which is a school within a school for students not able to function in traditional educational situations. Mr. Larsen brings 15 years experience to the Invisible College and has been concerned with secondary programs throughout his professional career. Before assuming his present position, Mr. Larsen developed a physical science curriculum for nonscience oriented students and was a developer and teacher at RECOVERY, a school for dropouts. He has conducted over 25 inservice training sessions at the Roseville Focus site and has led many other on-site workshops throughout the United States.*

Deborah A. Murphy, *MS, is Director, Child Service Demonstration Center, Hillside School, Cushing, Oklahoma. Her professional career has focused on the area of secondary education programs for learning disabled youth. A member of the state advisory council for the Association for Children with Learning Disabilities, Ms. Murphy is active in a number of professional organizations. She has developed two nationally disseminated videotapes and is the coauthor of a handbook of materials for use with secondary level students, who have learning disabilities. She brings to the Invisible College an additional background of college level instruction, supervision of student teachers, and experience as a coordinator of the National Diffusion Network's Developer Demonstrator Project. Her many presentations at conferences and conventions have centered on programing for learning disabled youth at the secondary level.*

Maynard C. Reynolds, *PhD, is Professor and Chairman of the Department of Psychoeducational Studies and Director of the Leadership Training Institute at the University of Minnesota, Minneapolis. He brings to the Invisible College over 30 years experience in special education. Dr. Reynolds has held positions on national and state committees, including chairman of the Minnesota State Advisory Commission on Handicapped Children and member of the Advisory Committee, Division of Training Programs, Bureau of Education for the Handicapped, US Office of Education. He is a past president of The Council for Exceptional Children. Dr. Reynolds has authored or edited many major publications in the field of special education. In 1971, he received CEC's J. E. Wallace Wallin Award and, in 1975, the Thomson Award from Region VIII of the American Association on Mental Deficiency.*



Harry E. Rosenberg, *EdD, is Director of Special Education, Visalia Unified School District, Visalia, California. This district received recognition from the US Office of Education as 1 of the 10 most outstanding programs in the United States. Dr. Rosenberg's publications have covered topics including: contingency management, prescriptive teaching, performance contracting, classroom management, peer use of behavior modification, parenting a handicapped child, special class programs for the emotionally disturbed, and ADAPT—a program for the hyperactive child. He also has been the project director for numerous federal grants; has lectured at colleges; and has served as a consultant to many schools, school districts, colleges, centers, and the US Office of Education. Dr. Rosenberg's many professional activities and memberships are further indications of his commitment to handicapped students.*

Raphael F. Simches was, *at the time of the Invisible College, employed with the Division for Handicapped Children, New York State Department of Education, Albany. Presently, he is Education Program Specialist, Bureau of Education for the Handicapped, US Office of Education. He has been a teacher, supervisor, administrator, and college instructor. A past president of the National Association of State Directors of Education and past president of The Council for Exceptional Children, Mr. Simches is an active member of many professional organizations and committees. His leadership in program implementation has earned him widespread recognition, and he has been a frequent chairperson for national convention section programs. Mr. Simches has written articles on slow learners, physically handicapped children, emotionally disturbed youth, and school services.*

Frank H. Wood, *PhD, is Professor, Special Education Programs, University of Minnesota, Minneapolis. He has worked as an elementary school teacher, secondary school teacher, principal, coordinator of special programs, and teacher trainer for programs dealing with children having learning and behavior problems. Dr. Wood also has served as: consultant, Bureau of Education for the Handicapped, US Office of Education; member on several special education advisory committees in Minnesota; consulting editor,* Behavioral Disorders; *associate editor,* Exceptional Children; *and past president, The Council for Children with Behavioral Disorders (CCBD). Observational research on the behavior of problem pupils and attitudes and self concept of children are among Dr. Wood's present research interests. His many journal articles, conference papers, books, and edited works have been valuable contributions to the educational field.*

preface

□ Special education and regular education now join in an emerging new partnership. Together there is the commitment to the education of all exceptional children and youth in the least restrictive environment.

With the implementation of PL 94-142 comes the mandate to provide appropriate individualized education programs for handicapped youth of secondary school age. New roles are being defined, new issues surfacing, and innovative programs developing as more and more handicapped young people attend school in the mainstream with their nonhandicapped peers.

Exceptional Students in Secondary Schools is a product from The Council for Exceptional Children's Invisible College Conference on Learning and Behavioral Problems of Handicapped Students in Secondary School Programs. The convening of an Invisible College is an approach used in the Council's publications program for product development. The procedure involves the identification of people who are on the cutting edge of new information and emerging procedures and practices in a particular topic area. Tapping into this resource should reduce the gap between research results and implementation, as well as reduce the time between innovation and practice.

On November 8 and 9, 1976, the 12 participants in this College met in a closed two day session. Each made a 20 to 30 minute presentation on an assigned topic, and the total group served as discussants and reactors to each presentation. The Chapters in this book are based on the presentations delivered at the Conference and were prepared for publication as a result of the questions, discussion, and interaction of the College.

Keith A. Dial, Libby Goodman, and Frank H. Wood were invited to plan and chair the conference program. Topics addressed include: the expanding role of the school; legal and financial implications; delivery systems; community resources; family involvement; academic, vocational, and affective components of the curriculum; and examples of ongoing, successful programs.

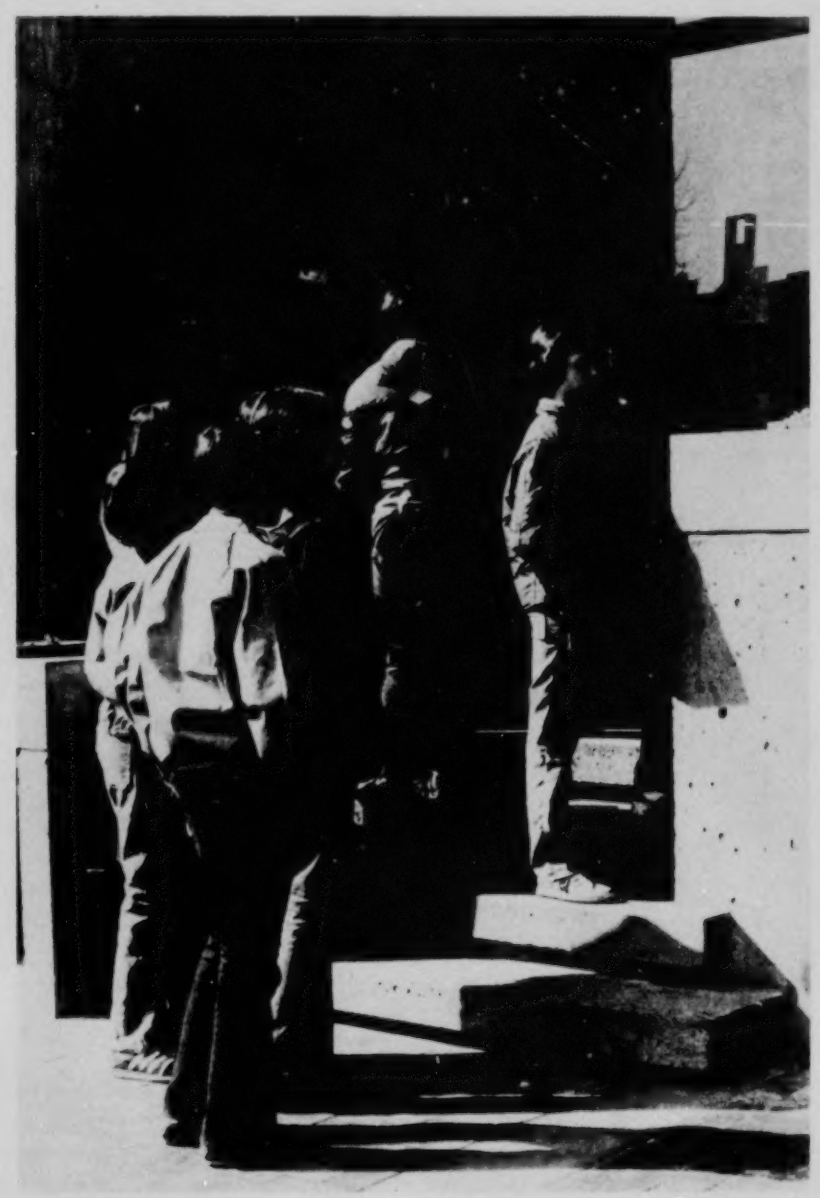
As the secondary schools of the nation undertake the difficult task of serving *all* children, we enter "the work, not only of the next few years, but of decades to come."

June B. Jordan

accepting the challenge to provide educational alternatives for secondary level students with special needs

frank h. wood

Public policy and developmental theory provide a basis for special education programs for youth with learning and behavior problems. By fitting appropriately differing educational programs to students' naturally differing developmental characteristics, we may help secondary youth with special needs realize their own expectations.



THE AMERICAN COMMITMENT TO PUBLIC EDUCATION FOR ALL CHILDREN

☐ Americans are optimistic about the practical benefits to be attained by their children and society through our system of free public education. While in the early years of our country schooling was reserved for those young people whose adult roles would require mastery of the three "R's" and some narrowly practical applications of them and whose parents could afford the costs of tuition, the belief in the value of universal free education expanded with the widening concept of democracy. Today's parents retain a faith that schooling will open the door to a better life for their children, and our schools are charged with providing 12 years of free education to all children and youth as part of their preparation for adulthood.

Today's parents retain a faith that schooling will open the door to a better life for their children.

Some educators and some citizens have tried to exclude from the public schools certain children who were deemed uneducable or whose education was anticipated to be difficult or expensive. However, a series of recent court decisions and related legislation have confirmed as public policy the right of students to an appropriate education regardless of the nature or degree of their disability. The present statutory framework guiding special education programing for secondary students has been well covered elsewhere (Weintraub, Abeson, Ballard, & LaVor, 1975). Only a few key points will be repeated to illustrate how our national belief in the value of education is implemented.

Recent court decisions and related legislation have confirmed as public policy the right of students to an appropriate education.

1. Compulsory education laws in most states set the age for voluntary school leaving at 16 or older. Regardless of how unwelcome or unhappy students with special needs feel in our secondary schools, they cannot legally avoid attending them without becoming violators of compulsory attendance laws.
2. The right to education up to age 21 for students who have not graduated is mandated. In application, this means that some schools deliberately will not graduate students with special needs so that they can continue to provide special programs for them. In other cases "paper" graduation relieves the school of its responsibility for providing suitable programs despite the continuing needs of the student.
3. Court decisions defining *appropriate education* as that education which occurs in the least restrictive or most typical kind of school setting where the student's potential for learning can be realized influence the nature of our special programing.
4. Special educators and parents are currently exploring the implications of the provision of Public Law 94-142 and related state laws requiring that parents be involved formally in the development of appropriate educational plans for their children. The statutory or regulatory underlining of the parents' right to ask questions and make suggestions regarding the education of their special children will not have the revolutionary impact on special education that some anxious critics fear. However, the need to develop explicit written plans will certainly require substantial resources which must either be diverted from present programs or added on to present costs.

For the time being, the obligation of society to provide an appropriate education for all citizens and the obligation of all to accept this opportunity seems firmly established as public policy.

LIMITS ON THE ACCOMMODATIVE POTENTIAL OF OUR SCHOOLS

☐ The students in our schools benefit unequally, of course. Some children's rates of mastery of typical school tasks are slower than those of their fellow students. The group of students who were chronologically of secondary school age but who function developmentally in one or more areas so atypically as to seem to have benefited little from the standard school program

are the focus of our discussion. Their lack of success in gaining the benefits our society expects to result from attendance at school is in itself a serious problem. But it is further compounded by the tension that builds as parents, teachers, and students themselves face the widening gap between their school performance and expectations for age-appropriate accomplishment. Stress builds as the time of leaving school approaches. Teachers find themselves thinking and being asked by parents, "What will she do when she is too old to come to school anymore?" "Is he ever going to grow up?" Students ask these questions of themselves. This comparison often creates intense anxiety or even despair.

Stress builds as the time of leaving school approaches.

The reaction to the stress surrounding the school performance of children with special needs is not always constructive. When stress builds in an interpersonal system, those involved characteristically protect themselves by projecting responsibility for the crisis onto others (Rhodes, 1967, 1970). A common response to the stress resulting from student failure to meet what teachers and parents regard as minimal developmental expectations has been to focus on the student's problems rather than on a lack of accommodative power in the school. Teachers may actively label the student as a failure and seek to punish him by excluding him from the regular program, by pushing him into special, segregated programs or even out of the school entirely.

A common response to the stress has been to focus on the student's problems rather than on a lack of accommodative power in the school.

As already noted, in the past open efforts were made to avoid the problem by denying school responsibility for providing education to some students. I have talked with parents who had been told by school personnel in their community that "no program exists for a child with needs like yours." Unless they knew better, many of these parents were left with the feeling that the public education system was not responsible for the schooling of children like theirs. Derogatory labels and inadequate segregated programs seemed "special" to parents when offered from this context. After all, it was their poor child who was "the problem."

Our society provides a narrow way to acceptance for the individual who is "the problem." Respite from social derogation can be achieved by accepting what sociologists call a "sick" or "patient" role (Goffman, 1961). By agreeing that one is defective, by being quiet and good and willing to accept a straitjacket of restrictions that force one to deny many basic needs, one becomes eligible for special treatment. Teachers and parents often overlook the powerful, repressive procedures characteristic of "benign" special programs, including the punitive use of isolation and sometimes corporal punishment which enforce the restrictions on behavior. In subtle ways, students are told to "look retarded," "look dependent," "look crazy," "look sick." Many of today's exceptional adults say that the price they were forced to pay to be

Our society provides a narrow way to acceptance for the individual who is "the problem."

Students with special needs should not be pushed into a sick role behavior.

tolerated in such programs was too high. They express a concern that younger students with special needs not be pushed into the kind of sick role behavior that has crippled them beyond their disabilities.

We should not be too hasty or extreme in our judgment of the schools. While regular teachers and school administrators are generally less tolerant of variability in behavior in school than the wider society, they are also in a sense victims of the conflict between increasing community expectations for the highest quality service to all children and a contradictory desire to avoid increasing expenditures for public education. We can respond more effectively in our effort to secure the benefits that should come to students with special needs through their hard won right to an appropriate education if we assume the problems of the past and present arise from a lack of information and constructive ideas rather than entrenched indifference or ill will.

HOW MANY NEED SPECIAL PROGRAMING?

☐ How large is the need? How well is it being met? While it is a tautology that half of our population are "below average," traditional estimates suggest that only a total number of 10% to 12% of the general school population are so handicapped by their disabilities that they need special education services. While this is a large group (4¾ million individuals out of a total school population of about 45 million), if we are guided by the definition I have suggested and if we thus expand our attention to include all those students whose school performance arouses concern and anxiety in teachers and parents, the group included in our population of students with special needs at any one time is multiplied by about three times.

We expand to include all students whose performance arouses concern and anxiety in teachers and parents.

Thirty percent of children of any given age are viewed by their teachers as having behavior problems.

For example, after reviewing the incidence figures on emotional disturbance and problem behavior reported in the literature, I and one of my colleagues (Wood & Zabel, 1978) concluded that approximately 30% of the children of any given age are viewed by their teachers as having behavior problems. For most of these children, these problems are transient. The size of the group whose problems are chronic or persistent is much smaller, no more than 3%. This smaller figure seems proportional to the first given estimate of a total 10% to 12% of the school population who possess relatively severe and chronic disabilities that interfere with learning and adjustment, and the 10% to 12% figure is also approximately the maximum proportion of students for whom legislators have been willing, up to the present, to fund special programing. But it is useful to remember that the group perceived by teachers and parents as being in need is *three times larger.*

We cannot ignore those students whose needs we label "mild," "moderate," or "transient."

As an aside, I hasten to say that I am sure none of us want to propose siphoning off one-third of the child population into a system of segregated programs to receive direct special service. But, on the other hand, we cannot ignore those students whose needs we label "mild," "moderate," or "transient." Ideally, many of the latter group can be helped through more appropriate and less costly indirect service where the special educator assists the regular teacher who in turn services the child with special needs. If the special education system is envisioned as capable of providing both direct and indirect service, greater flexibility in programing for individual children becomes a possibility and larger numbers of children can be served. A number of progressive school systems have already demonstrated the possibilities of such a system in which the special educator acts in partnership with the regular educator.

Suppose we limit our consideration to the extent to which present special education service delivery systems serve our most severely developmentally delayed secondary school youth. Are we serving this estimated 10% to 12% of our secondary school youth at present? No. Despite the already growing public concern about the increasing cost of special education, services provided by most school systems have not reached this level. Furthermore, the

typical pattern of service shows progressively fewer students served from the lower to the upper grade levels. For example, recent figures for direct services obtained from a large school district in Minnesota with a reputation for high quality special education programs show the following percentages of students as receiving special services at different levels: elementary, 11%; junior high school, 7%; senior high school, 5%. Does this skewing reflect actual changes in the needs of the student population? There is no evidence to support such an explanation. Instead, it is likely that these figures indicate secondary schools are not yet responding adequately to the educational needs of even the most severely handicapped students. Many other secondary age students with special needs are attempting to stay afloat in regular classrooms with little or no special assistance.

The typical pattern of service shows progressively fewer students served in the upper grade levels.

Secondary schools are not yet responding adequately to the educational needs of even the most severely handicapped students.

The proportion of the 25% to 30% of our young people who will receive the direct or indirect programing they need to benefit more fully from their mandated free education will be worked out in the context of local political and funding realities. Other chapters in this book will highlight programs that have developed in some representative school systems. Let us turn at this point to a discussion of some important ideas illustrated in these programs.

DEVELOPMENTAL THEORY AS THE BASIS FOR INDIVIDUALIZING INSTRUCTION

The key to facilitating learning is greater individualization of instruction.

☐ Most students are able to accommodate to school programs that are ready made rather than individualized. The key to facilitating learning when problems do arise is greater individualization of instruction. The principles that should guide individualization are not new. Primary is the observation that individual learners progress at differing rates and in differing patterns through a generally similar sequence of developmental stages. A working knowledge of general patterns of human development and the ability to relate the specific patterns of individuals to them are essential for special educators. Another important observation is that differences in the growth rates of individuals are related to differences in the "match" or "goodness of fit" of their changing characteristics as learners to the characteristics of specific learning environments (Hunt, 1961), sometimes referred to as the match between aptitudes and treatments (Reynolds & Balow, 1972). These were key ideas in the development of effective programs to meet the needs of young children with special needs. How do they apply at the secondary level?

Models of man which organize our observations of the organic growth of human beings into continuums of stages from birth to maturity are not new to educators. However, educational applications have characteristically stressed normative rather than sequential aspects of these models. Thus, curriculum planners have classified certain tasks as "normal" for a given chronological age group because studies of large populations show that at that age, 50% or more students are "developmentally ready" to master such tasks. Rigid application of this idea has been harmful to learners who are far ahead of the norm as well as to those whose development is proceeding at a slower than average rate. Classifications of students as being overachievers or underachievers also result from such simplistic applications of the normative concept.

Educational applications have stressed normative rather than sequential aspects of models.

Classification of students being overachievers or underachievers results from simplistic applications of the normative concept.

To counteract this natural tendency to reduce complex truths about human development to simple half-truths, special educators must stress the other aspects of developmental knowledge and models. For example, when *individual* living things grow, periods of relative quiescence are followed by periods of more rapid growth. Periods spent in exploring the usefulness of a new accomplishment or enjoying a new functional ability alternate with periods when there are intense efforts to master new skills. Moments spent impacting the environment alternate with accommodation and adaptation. Patterns revealed by grouping data often obscure this variability among indi-

viduals. Data from the Berkeley Growth Study (Bayley, 1955) show that, while the mean intelligence score for a given group increases smoothly and predictably, individual scores and profiles bounce around. On occasion, individual scores plateau for a year or two and then rise or drop sharply. The same is true for the growth of social behavior (MacFarlane, Allen, & Honzik, 1954). This is the way that individual human beings grow. Neither the rate nor the final quantity of individual capacity is fixed. As an athletic coach was quoted as saying, "We never lose. We only run out of time."

Our knowledge of the subtleties of this developmental process grows slowly as befits its complexity. There is growing evidence that development in different areas, for example, intelligence and moral development or motor skill, are only moderately related. Reaching a given level of development in one area is sometimes a necessary but not sufficient condition for reaching the same level of development in another area (Tomlinson-Keasey & Keasey, 1974). In other cases, development may be largely unrelated (Spivack, Platt, & Shure, 1976). So not only is the growth pattern of individuals uneven from one point in time to another, but it is uneven across areas at any given time.

Not only is the growth pattern uneven from one point in time to another, but it is uneven across areas at any given time.

Nor is there final agreement about the sequence and definition of developmental stages. But representative developmental theorists such as Piaget in the area of cognitive development (1972; Piaget & Inhelder, 1969), Erikson in the area of psychosocial development (1963), and Kohlberg in the area of moral development (1969, 1972) offer models useful to educators even though they are not yet fully confirmed as true. Their proposed developmental continuums are based on longitudinal studies of the growth of individuals over time, growth that they observe to be full of starts and stops, progressions and regressions. They are as accepting of the fact of human variability as they are optimistic about the potential implicit in the fact of growth.

THEORY INTO PRACTICE
Being behind one's age-mates in development does not mean being arrested at a lower stage of development.

☐ The optimism of the growth orientation is the most exciting aspect of developmental models when these models are applied to educational planning for individual secondary age students with special needs. Being behind one's age-mates in development does not mean being arrested at a lower stage of development. As a matter of fact, since developmental models extend to include the highest levels of individual development, they provide room for all of us to continue growing.

One developmental trend common to all these theories is the progressive change of the individual from predominantly dependent egocentric patterns of behaving to patterns that are more autonomous and sensitive to the needs and views of others. The social and emotional development of many secondary students with special educational needs is more advanced than their mastery of academic tasks. Their healthy needs for greater participation in the decisions affecting them should be recognized in programing for them.

The social and emotional development of many secondary students is more advanced than their mastery of academic tasks.

The historical fact that special education programs have had their first development and most conspicuous success with younger children are causing some problems here. Typically, elementary school programs have been planned and implemented with little or no student participation in key decisions. Teachers assess, plan, implement, and modify educational plans in ways that confirm the student's dependent status. While developmentally matched to the needs of young children, this pattern of teacher-pupil interaction becomes steadily less appropriate for, and acceptable to, older students seeking to develop a stronger sense of self direction. As already noted, to older persons the "sick" role with its forced dependent status based on a judgment of personal "illness" or inadequacy is painfully humiliating despite its compensations.

This pattern of teacher-pupil interaction becomes steadily less appropriate for, and acceptable to, older students seeking to develop a stronger sense of self direction.

Students must be given the opportunity for increasing self direction in exploring and manipulating their environments. This has been recognized by a number of special educators sensitive to students changing developmental needs. Hewett's hierarchy of educational goals (1968, 1977) moves as rapidly as possible from attention and response tasks at less mature levels toward exploration and mastery. Wood's developmental therapy (1972, 1975) relates changes in objectives and instructional methods to socioemotional changes in the learner.

Students must be given the opportunity for increasing self direction in exploring and manipulating their environments.

Allowing the student to share in decision making does not necessarily mean giving up all adult prerogatives. Several of the programs described in this book allow students a choice among a limited set of alternatives. They also consult with students to determine their priorities for personal growth and assist them as these are negotiated with the expectations of school peers and other teachers or employers. Sometimes only a dichotomous choice is presented—participation or nonparticipation in the special program. This is no gimmick. It is based on the repeated observation that many older students with special needs will resist and fail in special programs into which they feel they have been coerced. Allowed the option of choosing not to participate, they feel they are being "treated as adults" and resistance is no longer important. At some point in human development, the opportunity to choose *not* to do something becomes very important, even if it is seldom exercised.

Allowed the option of choosing not to participate, students feel they are being treated as adults.

Increased sensitivity to the views and concerns of others is also reflected in these programs. Older students respond well to peer group oriented programs like those described by Rosenberg (Chapter 10) and Larsen (Chapter 12). Opportunities to instruct younger students often support more rapid growth in themselves (Devin-Sheehan, Feldman, & Allen, 1976, pp. 367-368). The eagerness and good judgment with which they respond to the challenge of their disabilities in some areas of development when their relative maturity in others is recognized is often inspiring.

Larsen describes an alternative high school program that would appeal to many students who would not be recognized as having or being problems in the regular program. Some of this appeal arises in the need secondary level students have for more choices than the regular program provides for them. Provision of a range of alternative educational environments among which students and their parents can choose has been attempted in several school systems with promising results (Dunn & Dunn, 1974; Moss, 1974). The changes observed in students' behavior when they have the opportunity to be in an environment that fits their personal style are often striking. More open school environments that permit freer discharge of the exuberant curiosity and physical vitality of young students eliminate the teacher-student confrontations that have sidetracked people's energies in too many traditional programs. At the same time continuation of traditional, more fully structured alternative schools provides environments where students who are not comfortable managing their own time in the open settings can also grow.

Provision of a range of alternative educational environments has been attempted in several school systems with promising results.

☐ Positive alternative programs for secondary students, whether regular or special, will continue to need advocates. Critics in every community label any alternative program as a program for "deviants," for children who "can't make it" in the regular program. They lend limited support only to two kinds of programs: those that treat students as special because they are "sick" or those that punish them because they are "bad." The rationale for a different perspective based on developmental fact and theory may not be convincing to this group, but it can help sustain educators who are committed to developing better educational programs for all children at times when their needs seem to be declining in public priority.

MAINTAINING A COMMITMENT TO EDUCATION FOR ALL
Critics label any alternative program as a program for "deviants," for children who "can't make it" in the regular program.

Education does not eliminate differences of opinion; it refines them.

America's children and youth benefit greatly from the free schooling they are assured by law. But they do not benefit in the same way. Education does not eliminate differences of opinion; it refines them. Similarly, it should not be expected to homogenize our children but rather to assist them to develop and polish their unique gifts. By fitting appropriately differing educational programs to students' naturally differing developmental characteristics, we may help secondary youth with special needs realize their own aspirations. These may differ from those formulated by their parents and will most certainly differ from those of their fellows to some degree, but properly nurtured they will be seen as fine and remarkable in truly special ways.

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secondary and special education: sharing the agonies of change

Policies and practices in both secondary and special education are undergoing active reconsideration. As secondary schools undertake the task of serving all children, difficult role changes will be necessary for both regular and special educators. The agenda for change includes many problems, none of which are insoluble but some of which are difficult enough to remind us that we are entering the work not only of the next few years but of decades to come.

maynard c. reynolds

CHANGE IS IN THE AIR

☐ We have on our side as we examine the means of providing better services for exceptional students in secondary education the fact that change is in the air. Policies and practices in both secondary and special education are undergoing active reconsideration. The impetus for change is coming from at least three sets of concerns and developments.

There is the insistence that schooling be provided on a racially integrated basis and that it be appropriately individualized.

New social objectives. The schools have been made into one of the instrumentalities for achieving equality of opportunity for all persons in our society. Equal access to schooling is essential, but mere access is not enough. There is the insistence that schooling be provided on a racially integrated basis and that it be appropriately individualized. Some theorists have posited that equalization of educational opportunities should result in a more equable distribution of rewards in our society and lead to a greater degree of economic homogeneity. The latter goal seems difficult to achieve, however.

One of the truly notable aspects of recent policy changes in the schools is the strong emphasis placed upon the individual student as the unit of concern. Schools serve both private and social purposes, but recently the weight has shifted to the private side. In a report to the New York Academy of Sciences, Eurich, Bronk, Millett, Perkins, and Wexler (1973) distinguished the following social and private purposes:

> The private role of education is to provide a chance for individual fulfillment, principally intellectual but also artistic, social-cultural, vocational and societal, to give an individual an opportunity to find the education he needs to achieve his own ends. The public role of education is to serve the society that supports it by acting as a medium for social cohesion and social advancement, maintaining and passing on the national culture, refreshing and adding to our body of knowledge, sorting out talent, and providing an education that will match a great variety of talent and career opportunity. (p. 160)

Young people are facing difficulties that are not of their own making when they try to break into employment.

Demographic changes. We are a rapidly aging population. While the childhood population declines, the numbers and proportions of people at employable and older ages are climbing; as a result, young people are facing difficulties that are not of their own making when they try to break into employment. With the high numbers of employables, standards for employment tend to be raised and, in turn, the difficulties of young people are increasing. What has been called the hierarchical assumption—more education means a better job—appears to be breaking down. Going to college is no longer the sure way to a better life.

Important new legislation now sets priorities for schools and offers financial incentives for changes that meet these priorities.

More political interventions in schooling. Perhaps because the schools are seen as instrumental in achieving the important goals of our rapidly changing society, political and governmental interventions in schooling seem to be more numerous and penetrating then ever before. This tendency is particularly evident in the case of the federal government; important new legislation now sets priorities for schools and offers financial incentives for changes that meet these priorities. In many ways, the schools are being restructured and reoriented according to political purposes. In no aspect of schooling is the change more visible than in special education where the new federal statute, Public Law 94–142, is beginning to have important and pervasive effects. Clearly, the period of the late 1970's is one of high challenge for and rapid change in our schools in response to the emerging reinterpretations of social values.

DIRECTIONS OF CHANGE IN SECONDARY EDUCATION

☐ It may be helpful, to specify some of the particular changes that are

occurring in secondary and special education and then to consider the common agenda of both. First, let us look at secondary education. Two important reports that delineate current concerns in secondary education command attention.

John Chaffee (1976), writing the orientation for the report of the National Association of Secondary School Principals, *New Dimensions for Educating Youth*, made the following point:

> American secondary schools have undertaken the agony of constructive change. Student unrest, parent-taxpayer concerns, and economic uncertainty have combined to provide principals with unprecedented opportunities to lead an education renewal that promises more student and community involvement, more alternative programs, and greater emphasis on developing basic competencies and instilling in students a sense of moral and ethical values. (p. 1)

Another report, "Reform of Intermediate and Secondary Education in California" (RISE), drew a scenario for the future of secondary education with the following imperatives:

> Each student must be viewed as the primary client of the educational system, a notion that has often been voiced but rarely been carried out.
>
> Each student must be allowed to progress in school as quickly or as slowly as necessary to gain the skills required by the adult society.
>
> A new learning environment should be created that offers optional times, places, approaches and groupings for learning activities.
>
> Emphasis in the school curriculum should be on skills, competencies and personal capabilities demanded by a complex and changing society.
>
> Credit and non-credit "furloughs" should be available to permit students to leave and reenter the school system.
>
> Demonstrated competence in an area of study rather than "seat time" in class must be required as the basis for awarding credit to students.
>
> A continuous program of "planned experiences" should be provided to place all students in contact with people whose racial, ethnic, socioeconomic, or cultural backgrounds are different from their own.
>
> Students, parents, staff and others should be involved in the decision-making process at the school level.
>
> Schools should cooperate with appropriate agencies to assist students with job placement.
>
> Local procedures should be developed to include advice from students, school staff, and community representatives in the process of selecting new school personnel.
>
> Material and human resources in the community must be utilized by each school to broaden its learning program as much as possible beyond the limited confines of the traditional classroom.
>
> Each student should have at least one adult advisor/advocate who has adequate time to help develop his or her personalized learning plan. (Neill, 1976, pp. 391–392)

Special educators should be reassured by the inclusion of these items in the secondary educators' agenda because they are also, in considerable

measure, the items that special educators have placed on their own work schedules.

EXPANDING ROLE OF THE SECONDARY SCHOOL

☐ What are the items which must be negotiated and achieved if exceptional students are to be served well in the secondary schools? Brief discussions of seven topics that appear to be urgent follow:

Access. The clearest demand upon the secondary schools is that they open to literally all young persons, no matter how exceptional their needs may be. At the moment, approximately 75% of the high school age group receives a diploma, and about one million fewer students are in the 12th grade than were in the 5th grade, 8 years earlier. It may be assumed that many of the one million children who drop out of school before graduation are exceptional in one way or another. Most likely, however, their learning proceeded with difficulty, their adjustment to school was inadequate, or they found school to be an unfriendly and uninteresting setting. What is required is that schools broaden their programs, extend their concerns, and shore up their personnel procedures as well as do all the other things that are necessary to enroll and retain all students and to offer each of them an appropriate educational program.

Many of the one million children who drop out of school before graduation are exceptional in one way or another.

The basic policy issue on access has been settled in our society—all children have a right to education—and attention has been shifted to problems of implementation. However, a particular set of access problems centers on vocational education, which is often denied to handicapped students. Although access is still a problem in all secondary schools, increasing access to vocational education for the handicapped will require tough, persistent leadership.

A particular set of access problems centers on vocational education, which is often denied to handicapped students.

Age structure. The compulsory period for school attendance now ends at age 16, or about grade 10, in most states. Up to age 16, regular school attendance is required of all children and youth, and relatively few electives are provided in their programs. Beyond age 16, in the postcompulsory period, attendance is optional and programs include more electives. (For a discussion of the distinction between the compulsory and postcompulsory periods as concepts in educational planning, see the report of the *Conference on Future Structures of Post-Secondary Education*, 1974.)

At least two changes are occurring now that complicate the existing structure of compulsory/postcompulsory education: the extension of the *right* to education to all handicapped persons up to age 21 and the increasing interest in providing lifelong learning opportunities. Public Law 94-142 assures handicapped persons of a right to education until they are 21, which is above the usual age limits of compulsory school attendance. The provision of continuing educational opportunities for handicapped adults, as an aspect of postcompulsory education, is also a growing challenge. Secondary educators must play a part in the expansion of educational plans into the postcompulsory period and, in particular, in the determination of the response to the mandate included in Public Law 94–142 to extend programs implementing the right to education up to age 21.

Public Law 94–142 assures handicapped persons of a right to education until they are 21, which is above the usual age limits of compulsory attendance.

Classification, placement, and program structure. Many of the special education programs developed in recent decades have been based on negative labels for students—retarded, disabled, maladjusted, impaired—which are considered by many people to be stigmatizing and unacceptable. Such systems of classification have not always served legitimate educational purposes. Many parents, and especially those from minority groups, have voiced strong resentments toward categorizing and labeling systems that lead to the segregated placement of children in special classes and schools. A critical

Systems of classification have not always served legitimate educational purposes.

challenge to secondary schools currently is to arrange such special instruction as may be needed by students without using discriminatory classification and placement systems. Such systems, of course, are of little help in determining the instruction the pupils need.

Another major challenge is the provision of instruction for exceptional students within the mainstream with all other students, whenever it is feasible, or in the least restrictive alternative. Meeting this challenge requires the decentralization of special education programs, changes in the roles of both regular and special educators, changes in pupil personnel systems, retraining of school personnel for their new functions, changes in school architecture, more collaborative functioning of school personnel, and solid commitments to all of these necessary changes by school leaders and policy makers.

Another major challenge is the provision of instruction within the mainstream . . . or in the least restrictive alternative.

Curriculum and instruction. The accommodation of all students in secondary schools obviously requires a greater diversification of curriculum offerings to meet individual differences, especially rate of learning, content interest and needs, and preferred mode of instruction. Unusual modes of instruction will be required for some students; many students will require unusual attention to social skills and attitudes, vocational skills, and basic life skills in addition to the customary emphasis on academic and intellectual attainments.

Many will require unusual attention to social, vocational, and basic life skills.

Measurement and grading. The new imperatives to accommodate students who have exceptional needs require very careful attention to the specification of the objectives of education; this, in turn, requires objective oriented instruction and domain referenced assessment processes. Norm referenced and prediction oriented testing and grading procedures will not suffice for exceptional students and should not continue to dominate the scene for others. Difficult problems of reshaping attitudes and developing new skills are involved in changing testing and grading systems but, fortunately, a good part of the needed technology is available.

Norm referenced and prediction oriented testing and grading procedures will not suffice.

Working with the family. One of the clearest changes to be expected and arranged for in the schools at this time is the fuller involvement of parents and students themselves in the making of education programs. Under Public Law 94–142, individualized education programs (IEP's) must be made in writing and signed off by parents or guardians for all handicapped students.

We can expect the new school-parent coalitions for purposes of writing education programs to be achieved with difficulty; many parents whose children have not learned well distrust the schools. Often, such parents have given up on the schools or have become very aggressive, even hostile, in their attitudes toward schools. Far too many teachers and other school staff members have been connected only by a thread, if at all, to families whose children have severe educational problems. Teachers are understandably apprehensive about the new partnership which has been thrust upon them. Achieving a balanced, useful partnership between school and home will not be easy, but it is an important aspect of the extending we must accomplish in our functions.

One of the clearest changes is the fuller involvement of parents and students themselves in the making of IEP's.

Working with other community agencies. As programs are extended to all youth, a richer and broader flow of communication is inevitable with all varieties of youth serving agencies: corrections, probation, mental health, drug education, rehabilitation, and others. Ideally, we should achieve the full integration of the entire network of services that center on improving the lives of individuals and families. Unfortunately, the situation in relation to the coordination of services is untidy, if not messy, and it is likely to remain so. The only solution seems to be vigorous professional leadership to cut through the difficulties in each community.

Unfortunately, the situation in relation to the coordination of services is untidy and is likely to remain so.

The preceding seven topics help to define the agenda in secondary education from a special education perspective. Each demands the expansion of awareness, skills, and commitments from secondary school staffs to build the accommodative power required to serve all students.

SOME LIKELY PROBLEMS AND TENSIONS

☐ We should not expect the work before us in the secondary schools to be a smooth, straight-line record of success. Not everyone is of a single mind on many of these topics, and sometimes enough energy or know-how is not around to solve all problems. It may help to anticipate a few of the rough spots in the scenario. There follows a brief list and discussion of some of the likely problem areas.

The elitist tradition. One difficulty we must overcome is the tendency to think of the education of adolescents, in elitist, meritocratic terms, as if education were a privilege only for the most educable and not a right for all. A sufficiently pluralistic and individualistic perspective on education to accommodate literally all students—bar none, select none or reject none—will not be easily achieved. What is being asked now of secondary schools is that they move beyond the traditional discontinuities in intelligence, behavior, physical attributes, social class, or moral status which, in the past, may have led to the dismissal of some students from the schools. In the most extreme situations, a reasonable case for dismissal will obviously be possible, but the pressure is against it. This pressure collides with longstanding elitist attitudes and practices, which will be difficult to change. The force of law will help to open doors to more students; but other kinds of efforts to persuade, educate, and demonstrate will also be required.

A pluralistic and individualistic perspective to accommodate all students will not be easily achieved.

Limited resources. To accommodate all young people in the schools and to serve all of them well will be expensive. Both economic and political problems or priorities arise in this connection. It will not seem obvious to everyone that a great deal of money should be spent to educate the few who have unusual needs. Regular teachers will not be thrilled by the concepts of least restrictive alternative or mainstreaming if complex students are delivered to them without a sufficient supply of help and materials. The teachers will not accept accountability for delivering individualized education programs which are drawn up at remote places and sent on with too little help. If the federal government delivers the funds promised under Public Law 94–142, the difficulties will be eased considerably; but, in any case, it appears that there will be stiff competition for limited resources as expanding functions come along. Special educators will need to share some of their expanding resources if they expect expanding functions in regular schools.

It will not seem obvious to everyone that a great deal of money should be spent to educate the few who have unusual needs.

Special educators will need to share some of their expanding resources.

Negotiating with agencies outside the schools. Full service to exceptional students will often involve complex and expensive services by professionals in agencies outside the schools. For example, physicians will be called upon frequently to aid in diagnostic functions. Similarly, students may need treatments which seem to stretch beyond ordinary school functions in physical therapy, psychotherapy, or prosthetic device preparation. How far should the schools go? What are the limits of school functions?

These questions have no easy answers. However, let me suggest a few principles that might be considered. First, schools should bring outside consultants into the schools for diagnostics whenever possible rather than go outside in the literal sense. There is much that physicians, psychologists, and others need to learn about being useful in school consultation, and it seems likely that this will occur best with practice within the schools.

Schools should bring outside consultants into the schools for diagnostics rather than sending students out.

Second, school teachers ought to guard jealously their time for instruction

and not let medical or other interventions intrude into instructional time or budgets. Let us use after school time and out of school funds to provide health services. The schools pay for education in the hospital; in the same way, let the medical authorities pay for the health services, if any are needed, in the schools.

It may be possible, on occasion, to negotiate effective interagency programs to expand the functions of the schools. In the 1930's, for example, the schools took on the function of providing food services with the help of subsidies from agricultural agencies, and important sharing arrangements were established with recreation agencies in many communities. Perhaps we can achieve similar results in collaboration with health agencies, family service agencies, or others. However, schools should insist upon coordinated budgets as well as coordinated functions in negotiations. All too readily, schools are criticized for going beyond intellectual development in setting their objectives, for becoming too clinical in their objectives, and for taking over functions of the family and other agencies. So let us move with care.

Schools should insist upon coordinated budgets as well as coordinated functions in negotiations.

Excessive paperwork and process. One of the great dangers at this time is that in the arrangement of school services, while we try to provide safeguards for the rights of everyone, we may undertake more process than is due. It may become so burdensome to make all of the written plans, file all of the notices, conduct all of the hearings, compute all of the costs, and make all of the reports that too much of the limited educational resource may be consumed in mere process and the promises to students may be unfulfilled. There is reason to be concerned that if we constitutionalize too many issues we may literally find ourselves buried by a bureaucratic paper blizzard and fall short of the high purposes intended to be served.

Limited resources may be consumed in mere process and the promises to students may be unfulfilled.

As we seek to make difficult and necessary changes, it is perhaps necessary to build strong compliance and regulatory systems, all with numerous reports, in order to assure everyone of his rights. But we need a bit of trust as well as a great deal of solid effort in training for new roles and for leadership to establish new systems of practices. We may have a more regulatory process and less of a truly developmental effort than is required just now, which is an annoying, serious difficulty but one which will be resolved.

We need a bit of trust as well as a great deal of solid effort in training for new roles.

Professional rights and responsibilities. Individual teachers and administrators have rights, just as students do, and they must be regarded and respected. What are some of the reasonable and rightful expectations of teachers as the anticipated changes proceed? Surely, they include the right to training for the expanded roles assigned to them and to reasonable support and assistance (consultation and needed instructional materials). Teachers deserve opportunities to teach effectively, which means that they must have reasonable class loads and sufficient help and supplies. They definitely need to be involved in the making of plans if they are to be accountable for the implementation of the plans, and they need support in asserting their case through due process hearings when they are asked to do what is unreasonable.

Teachers deserve opportunities to teach effectively, which means reasonable class loads and sufficient help and materials.

A particularly worrisome scenario such as the following can be projected: What if a teacher works toward an individualized education program which has been agreed to by all parties seeking to achieve specified objectives for a student, but then, as time goes on, there is a significant shortfall on the objectives? Should a teacher be accountable for reaching the objectives or only for reasonable efforts directed toward reaching the objectives? I suggest that the teacher can be held accountable only for teaching in a professional manner. The test should be, did the teacher use appropriate procedures and materials according to best known practices? The principle applied is that of *consensus doctorum*—the practices used were those which would have been agreed upon as appropriate by persons learned in the field. The principle puts teachers to a hard test, but it does not quite go all the way to accountability for the specific learning of each and every child. Like physicians, who cannot always guarantee good health, teachers cannot always deliver a good and productive learning effort by the child. But each profession should be responsible for using best known procedures. Even then there will be occasional casualties.

The teacher can be held accountable only for teaching in a professional manner.

Teachers will need solid support to implement best known practices.

Teachers will need solid support to implement best known practices; equally, they will need support when they face the potential malpractice accusation for the failure to fully achieve a plan.

CONCLUSIONS

□ The secondary schools of the nation are being asked to undertake the difficult task of serving *all* students, including those who have unusual needs. Difficult role changes will be necessary for both regular and special educators. The agenda for the changes and developments required stem from the policy changes in our society which are now crystallizing in various court and legislative decisions. Particularly important at this time is the federal Education for All Handicapped Children Act of 1975. A good many expansions in awareness, skills, and responsibilities for secondary educators are included in the agenda. It also includes a great many problems, none of which are insoluble but some of which are difficult enough to remind us that we are entering the work not only of the next few years but of decades to come.

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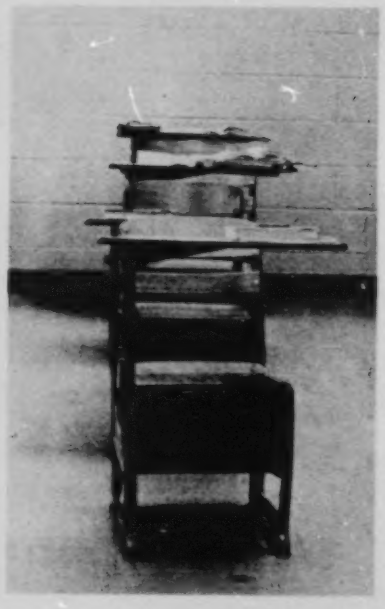
eligibility criteria: a new model

Because the elementary age handicapped child becomes a secondary age handicapped person, a continuum of services appropriate to his needs must be provided. Dynamic maturation processes are at work in that person's life regardless of the fact that they may differ in time or sequence from the "regular" student. Programs that respond dynamically to these "same" but "different" needs can and must be developed and implemented in our secondary schools.

james e. george



ELEMENTARY NOT SECONDARY FOCUS

☐ Historically, the special education movement has focused on the elementary student, guided by the rationale that early intervention would remove most of the need for later special education. Because of local decisions about priorities, state and national resources have traditionally been directed toward underwriting the presecondary programs. To be sure, certain emphases, from time to time, have been aimed toward the secondary programs. Vocational rehabilitation acts and developmental disabilities acts are good national examples, and cooperative efforts within states in these areas exemplify a similar emphasis.

Secondary handicapped student programs are less successful and comprehensive.

There is, however, an appreciable difference in the real or perceived success with which the public schools have programed for the presecondary student as compared to the secondary student. In most cases, secondary handicapped student programs are less successful and comprehensive. Why is this so? What is happening that continues to call attention to this problem? What are some positive steps that can and need to be taken to initiate some remedies? These are questions that can be answered by taking cues from the legislative developments and resulting changes in the role of public education. Positive action that is consistent with these emerging factors can and must be taken.

DEFINITION OF MODEL
"Eligibility" usually suggests legally defined or policy defined handicapping conditions.

☐ The first step is a redefinition of, or at least a new look at, the concept of eligibility criteria. The term *eligibility* usually suggests legally defined or policy defined handicapping conditions. This is an inadequate concept. Accepting this static eligibility definition would seriously limit the school's potential to optimally serve the handicapped secondary student. To meet the needs of

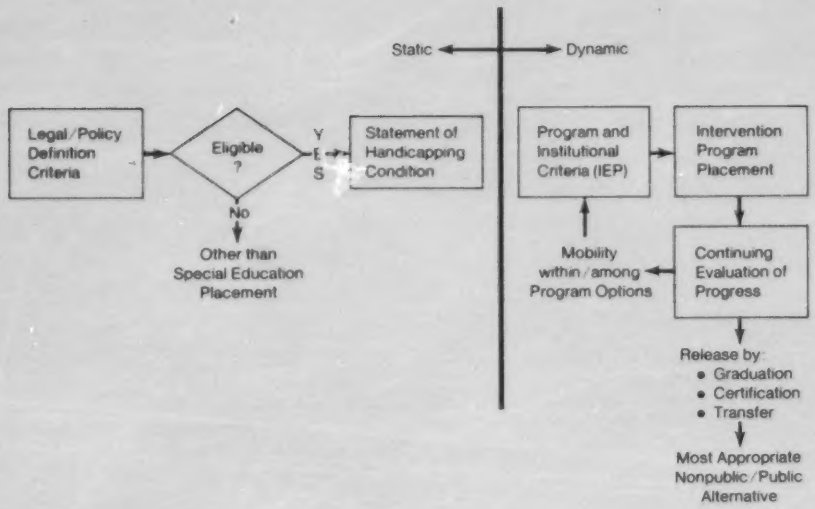
secondary students, this definition must be extended into the dynamic. (See Figure 1.)

Static criteria for eligibility are necessary, but not for the reasons they are usually used. Static criteria, by definition, are intended to convey the passive elements necessary to the process of identifying handicapped students. Static criteria are dependent upon statutory or policy level definitions and as such derive their usefulness accordingly. In the main, such criteria are helpful because they provide a legal basis for initiating the process of discovering the dynamic dimensions of the secondary program candidate. This is an instructional process. Furthermore, static criteria are useful in differentiating, from among the programs available, which resources are legitimately accessible. Thus, static dimensions serve administrative purposes, not programmatic purposes.

Static criteria are dependent upon statutory or policy level definitions.

Static dimensions serve administrative purposes, not programmatic purposes.

FIGURE 1.
ESTABLISHING ELIGIBILITY FOR SECONDARY STUDENTS



Dynamic criteria for eligibility are associated with programmatic concerns. Once the candidate is administratively declared eligible (static), he deserves programmatic considerations that are dependent upon active eligibility (dynamic) dimensions. Figure 1 draws attention to the minimal elements inherent in the model for maintaining an appropriate focus upon static and dynamic criteria for eligibility. It is not by accident that the elements within the dynamic are much more complex. Responsive and responsible services for the secondary handicapped student cannot be predicated upon static definitions. Developing and maintaining dynamic criteria for eligibility serves as a most useful tool in the process of resource configuration and student placement as well.

Responsive and responsible services for the secondary handicapped student cannot be predicated upon static definitions.

The task of the educational planner is individualized instructional delivery not institutional decision making.

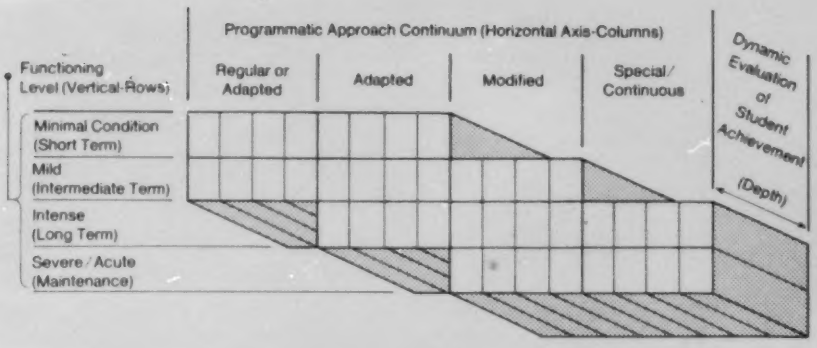
For example, a student who meets the general and specific criteria for services as a mentally retarded student may exhibit characteristics or attributes which require instructional configurations that are not specifically associated with "retardedness." In short, the task of the educational planner after determining eligibility is individualized instructional delivery not institutional decision making.

The secondary student is the recipient of services as a consequence of the dynamic interaction of at least three variables.

Figure 2 is a three dimensional matrix that presents a model for planning dynamic services. Generally speaking, vertical axes (rows) are dependent upon real (or functional) static criteria of service eligibility. The horizontal axes (columns) represent four programmatic approaches along a continuum of services. The third dimension represents the key element necessary to the concept of dynamic eligibility. That key element is the dynamic measurement of student achievement. Within each of the programmatic approaches, there are subcubicles that represent increments within that section of the program continuum. Hence, the secondary student is the recipient of services as a consequence of the dynamic interaction of at least three variables: (a) degree of handicap (functioning level), (b) intensity of program needed (programmatic approach continuum), and (c) ongoing assessment of progress (dynamic measurement of student achievement).

Students are "exposed" to the objectives within a service cubicle based on their described needs. They are placed for reasons other than just being statically eligible.

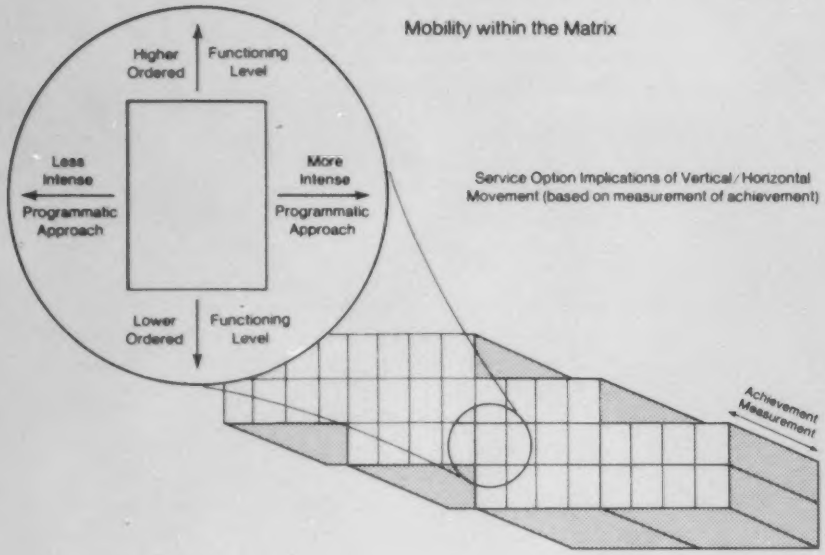
FIGURE 2.
DYNAMIC SERVICE MATRIX FOR SECONDARY STUDENTS



A most important feature of the dynamic process is mobility.

A most important feature of the dynamic process is mobility. Whether real or functional, the degree of success the secondary student is having should dictate options that can be exercised with and for that student within the programmatic framework. Such is the essence of "appropriate" educational experience. Accommodating the unique needs of individual students can only be achieved and defended within a dynamic framework. Figure 3 defines mobility options that are expressed, by definition, as directional movement decisions.

FIGURE 3.
MOBILITY WITHIN THE MATRIX



Measurement of educational gain should be associated with the objectives of a given cubicle within the service spectrum. If the child is or is not succeeding is the primary basis for making decisions about program mobility.

A STATE EXAMPLE—TEXAS

□ For example, study of the following procedure reveals the largely static criteria used for determining eligibility for special education services under the label of mental retardation in Texas:

a. General Directives for Determining Pupil Eligibility . . .
   (1) Pupil identification data shall include name, sex, and evidence of legal age for the program.
   (2) For each pupil receiving special education services, there shall be a written educational plan and evidence of the pupil's need for service.
   (3) There shall be written reports on vision and hearing screening tests prior to admission to special education programs.
   (4) Assignment to special education programs for exceptional children shall be made upon the recommendation of an Admission, Review, and Dismissal Committee.
   (5) School districts shall not assign national origin-minority group pupils (or linguistically different pupils) to special education classes on the basis of criteria which was developed solely upon the command of the English language.
   (6) Pupils may not be placed in special education services if the only deficiencies identified are directly attributable to a different cultural life style, or not having had educational opportunities, or not having achieved from previous educational experiences.
   (7) Admittance to and maintenance in any special education program shall be on a trial basis.

(8) An annual review of the appropriateness of each child's continued assignment to special education services as evidenced by progress or lack of it shall be made by an Admission, Review, and Dismissal Committee.

(9) All special education assignments must be comprehensively reappraised at least every three years if assignments to special education services continue beyond three years.

b. Specific Eligibility Criteria for Determining Pupil Eligibility . . .

MENTALLY RETARDED

Educable Mentally Retarded

- Written comprehensive intellectual assessment revealing deficits between two and three standard deviation units below the mean on verbal scales, performance scales, and adaptive behavior scales.
- Written report of education appraisal which will include assessment of abilities and disabilities and instructional and behavioral recommendations for teaching which describe educational environment and specific methods and strategies which will maximize learning.
- Physician's written report of general medical evaluation.

Trainable Mentally Retarded

- Written comprehensive intellectual assessment revealing deficits three or more standard deviation units below the mean on verbal scales, performance scales, and adaptive behavior scales.
- Written report of educational appraisal which will include assessment of abilities and disabilities and instructional and behavioral recommendations for teaching which describe educational environment and specific methods and strategies which will maximize learning.
- Physician's written report of general medical evaluation. (Texas Education Agency, 1973, pp. 7-10)

USE OF THE MODEL

□ To facilitate the development and use of a dynamic service matrix, it is necessary to offer some intra-service-category definitional guidelines. These are offered as follows:

Regular or integrated services:

1. Generally there are options for minimally and mildly handicapped students.
2. Characteristics include:
   a. Emphasis upon regular curricular programs.
   b. Emphasis upon regular vocational programs.
   c. Emphasis upon cooperative regular and special education efforts.
3. Goal is usually associated with graduation to a self sustaining, contributing social status.

Adapted services:

1. Generally available for minimally, mildly, and intensely handicapped students.
2. Characteristics include:
   a. Emphasis upon combination regular-special education academics coupled with vocational-career education programs.
   b. Emphasis upon role of vocational-career evaluations.
   c. Emphasis upon role of cooperative rehabilitation programs.
3. Goal is usually associated with certification-terminal educational experi-

ence leading to useful but guarded social independence and contributing status.

Modified services:
1. Generally available for mildly, intensely, and severely handicapped students.
2. Characteristics include:
   a. Emphasis upon optimizing academics associated with special education program levels.
   b. Emphasis upon sheltered work experiences-assessment.
   c. Emphasis upon role of continuous sheltered behavior.
3. Goal is usually associated with transition into semi-independent, community oriented, shelter type facilities or services.

Special services:
1. Generally available for intensely and severely handicapped students.
2. Characteristics include:
   a. Emphasis upon sustained services.
   b. Emphasis upon personal hygiene-self help skills.
   c. Emphasis upon institutional and quasi-institutional programs.
3. Goal is usually associated with home-community-institutional transitions of long term consequence.

As such, the concepts of static-dynamic determination of eligibility for services, provision of services, and mobility afforded within the services matrix do more effectively address old and widespread injustices at the secondary level by offering a more responsible response to the challenges of society and the laws of the land.

IMPLICATIONS

☐ The Education for All Handicapped Children Act of 1975 (Public Law 94-142) emphasizes, in considerable detail, its aim, which is

> to assure that all handicapped children have available to them . . . a free appropriate public education which emphasizes special education and related services designed to meet their unique needs . . . (Section 3(c) of the Act)

Accomplishment of this goal, as envisioned by Public Law 94-142 (and some state legislation such as Senate Bill 230 in Texas in 1969), is based upon emphasis given to the legal and financial considerations specifically detailed. The two areas, financial and legal, are inextricably associated. Implementation of the model described herein provides a friendly framework for achieving, with a high degree of facility, the fullest intent of special education legislation. The following sections present a discussion of some of the key provisions in Public Law 94-142 based upon this premise from a legal and financial analysis point of view.

Implementation of the model provides a friendly framework for achieving the fullest intent of special education legislation.

Due process safeguards. Parent and student rights in all procedures related to identification, evaluation, and placement in the most appropriate educational setting are guaranteed and documentable. Dynamic criteria and service delivery that provide for mobility offer the most defensible model against which educational decisions can be tested. Furthermore, such a model gravitates students toward their most productive adult societal contribution—no little financial consideration in itself.

Dynamic criteria and service delivery that provide for mobility offer the most defensible model against which educational decisions can be tested.

Least restrictive environment. The basic consideration involved here is associated with a design of program offerings for students that is responsive to student needs and not dependent upon static service delivery. Use of the

Use of the static-dynamic model provides for maximum parent and student involvement.

static-dynamic model provides for maximum parent and student involvement in a logical decision making process that remains open-ended and responsive to growth and progress.

Nondiscriminatory testing. No one test or method of assessment can meet the implication intended here. Educational programing is a dynamic, multifaceted process. Within this paradigm lie opportunities to actively engage in meeting this criterion. "Real" educational planning is associated with continuous performance-student needs, not just static test profiles.

Individualized education programs. Long and short term educational goals and objectives are a kind of eligibility in and of themselves. They serve both the administrative and services delivery mode, the decision making process, and, as well, provide a basis for evaluation and intraprogram and interprogram mobility—all this apart from static eligibility criteria.

Each state must develop a plan for special education that is consistent with federal and state legislative guidelines.

Within the law itself, there are specified quality controls that are essential to a state's participation. Each state must develop a plan for special education that is consistent with federal and state legislative guidelines. Included in this plan are the specifications for local school compliance in order to participate in the state plan. Funds can be withheld and/or suspended for noncompliance at the state and local level. In short, the legal and financial implications for services to the handicapped student (preschool, elementary, and secondary) are coming into sharp focus as regulations and guidelines are developed. The challenge has been taken from the academic to the "real life" arena. Now is the opportune time to make the maximum professional and personal response.

CONCLUSIONS AND RECOMMENDATIONS

□ In conclusion, certain features of this discussion dictate the need to articulate some specific recommendations. These are not exhaustive, but rather are viewed to be a catalytic nucleus to be elaborated upon.

Recommendation 1. Eligibility criteria should be stated in terms of static and dynamic dimensions.

Recommendation 2. Static-dynamic eligibility criteria should be allowed to interact with total educational program resources cooperatively, both public and quasi-public.

Recommendation 3. Educational program resources should be configured such that maximal mobility will be afforded secondary handicapped students based upon defensible, continuous progress evaluation.

Recommendation 4. School personnel should become knowledgeable of the legal and financial implications associated with their several levels of responsibility to handicapped students.

The future of handicapped people, as with the nonhandicapped population, is largely founded upon, and therefore a consequence of, public educational experiences. Their goal is, through the most appropriate learning opportunities, to become as self sufficient and productive as possible. This secondary model can help schools participate actively in providing a successful and productive educational program for handicapped students.

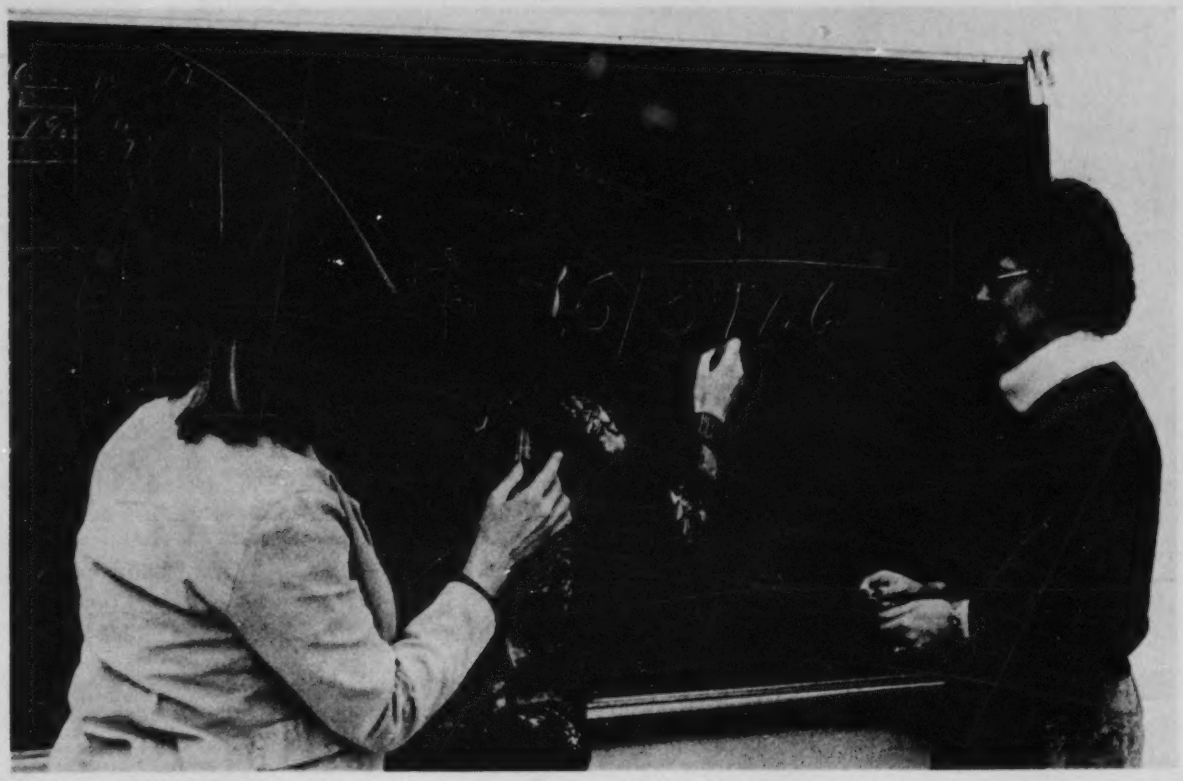
REFERENCE

Texas Education Agency. *Administrative Guide and Handbook for Special Education* (Bulletin 711) (Rev. ed.). Austin TX: Author, 1973.

educational delivery system at the secondary level

raphael f. simches

The public secondary school may be the handicapped student's last opportunity to develop the necessary skills to reach maximum levels of independence in the areas of academic growth, employment, and psychosocial management. Among the services an educational delivery system should provide are an academic program, work-study experiences, vocational counseling, job placement, and pupil/parent guidance and counseling programs.



DEFINITION AND CURRICULUM OBJECTIVES

Secondary level refers to the program provided pupils between the ages of 14 and 21.

□ In writing about educational delivery systems for handicapped students at the secondary level one must first define *secondary*. Since our concern is with handicapped students, I would like to define *secondary* in terms of chronological age rather than in terms of grade placement. So, for the purposes of this chapter, it is assumed that secondary level programs are those programs provided pupils between the ages of 14 and 21 who are in a setting outside of the elementary school. One could argue that the beginning age should be 13 rather than 14 and that the ending age should go beyond 21. Certainly it is recognized that trainable children, or severely involved cerebral palsy children, or multiply handicapped children, should begin their secondary program at approximately the same ages as nonhandicapped children, but remain in the program long enough to develop skills that might be subsumed under the general heading of "preparation for independence."

The definition of *secondary* must also include the curriculum objectives of the secondary level. A secondary program should be looked upon as an extension of the elementary program and thus should provide individual attention to academic areas with emphasis on social, emotional, and physical development. It also should be looked upon as the beginning of a program which will be extended by continuing or adult education. I do not want to suggest that there is any generalized program that could possibly include the wide range of handicaps or the high variability of children within a handicap category, but despite this qualification, there are some givens. From my own conceptual orientation, secondary programs should emphasize content and subject areas which encourage the handicapped student to develop independence. This independence would mean independence in terms of career choice, mobility, self awareness, and management and coping skills in the home, the community, the world of work, etc. The thread of the educational program, whether developmental or sequential, should emphasize movement from dependence: from limited options to increased options, with an effort being made to increase the freedom of choice the handicapped person may have despite the disability. An educational delivery system, therefore, must be such that the goal of independence or semi-independence can be supported, implemented, and realized.

It should be looked upon as the beginning of continuing or adult education.

Career education becomes the focus of curriculum experiences.

It seems clear from our experiences that career education in its broadest sense becomes the focus of the curriculum experiences that a child should have. A particular aspect deals with the child's own ability to manage his personal, social, and work worlds. For some severely handicapped children these worlds may be the institution, the sheltered workshop, the home, the hospital, and for many, hopefully, the community in which they choose to live.

In developing an educational delivery system, school authorities face hard choices in setting priorities of desirable educational objectives because of limitations in the physical, fiscal, and personnel resources necessary to implement the program. Besides the issue of resources, such factors as travel time for the student and absence of architectural barriers need to be

considered. While the school seeks to use effectively all available alternatives, which may include sharing services with other schools, working with other agencies and organizations, or operating their own programs within the district, it also needs to play an advocacy role in expanding the range of programs it has the resources to implement. In addition to the role of the state education department, there is a role for parent organizations, private agencies, and other state agencies.

SERVICES

☐ An educational delivery system for handicapped children needs to provide the following services in addition to its academic program:

First, children, particularly severely handicapped children, should have sheltered workshop experiences available to them. Usually a sheltered workshop is maintained by a private agency on school grounds or as an adjunct building to the school building. The sheltered workshop provides a safe environment in which the pupils can develop occupational skills and is an important program for children who will in all probability not be employed in competitive industry.

The sheltered workshop provides a safe environment in which pupils can develop occupational skills.

Second, the delivery system must also provide for work-study experiences. Work-study programs involve close cooperation and planning with employers. It is a program that offers the secondary student realistic opportunities for career education.

Third, in addition, the delivery system must include a unit which provides vocational and pupil/parent guidance and counseling programs. This unit should also refer handicapped children to those agencies that can provide them with the services and programs they need after they have left the public school.

Fourth, part of the responsibility that a school has in providing a total secondary program is to provide job placement and referral services. The Board of Education in New York City provides such services through a citywide, multibureau, Special Education Center. The Center provides 1,000 young adults, ages 16 to 21, with career counseling, job placement, and agency referral. Pupils represent a cross section of the handicapped population. They are graduating or have recently terminated their schooling. The program's counselors meet with pupils at the Center, in schools, and at students' homes. Parents are often provided counseling in order to reinforce their understanding of available resources. The Center also administers vocational interest and aptitude tests and invites students to the Center for career interviews.

Part of the responsibility that a school has is to provide job placement and referral services.

The Center has a working relationship with several outside agencies. Staff members maintain a close relationship with rehabilitation and social service agency personnel. They supervise in-school and summer youth corps work experiences. They also help private industry to interpret federal affirmative action employment guidelines. Counselors develop federal and city service jobs and assist the Division of Personnel in locating and placing qualified applicants within the Board of Education. In addition, a liaison is maintained with the City University's Office of Admissions Services. Through this liaison, handicapped students are helped to select a college campus and a course of study in accord with their vocational needs and their mobility impediments.

Staff members maintain a close relationship with rehabilitation and social service agency personnel.

Finally, the delivery system should include procedures which permit periodic review of pupil progress and evaluation of programs to ensure the continued relevance of the program.

The delivery system should include periodic review of pupil progress and program evaluation.

FACILITIES

☐ The educational delivery system must include facilities to accommodate students with various degrees of handicaps. Some students can be at least partially integrated into the regular program; other students need schools provided especially for them, either on a daily basis or on a residential basis.

For those handicapped students who can benefit, there should be an integrated program at the secondary level. This integrated program could include an area program for occupational education to which handicapped children are transported daily. The program should be designed to expose the handicapped child to many occupational choices such as architectural drafting, data processing, offset printing, and commercial photography, in an environment that involves contact with his or her nonhandicapped peers. This integrated approach may also be carried out on a local school district level that allows handicapped children to be exposed to occupational programs with a nonhandicapped group and to continue their academic study within special groups designed to accommodate their disability.

The handicapped child should be exposed to many occupational choices.

There is a need for a specialized high school that would provide for the severely handicapped youth on a daily basis. From my own experiences in New York State, New York City has used this approach for both the trainable retarded youth and the multiply handicapped youth. Specialized centers, known as occupational training centers, are provided for trainable youths between 16 and 21 years of age. These centers emphasize varied vocational skills including building maintenance, food preparation and service, garment trades, general industrial, nursing arts, publications, and messenger services. These programs are established in separate facilities that provide a transitional environment which prepares the trainee for competitive, independent, or sheltered employment. Continuing guidance, placement, and evaluative services are provided to lead to and train for appropriate job placement. Training in how to travel is an important component of the program.

Centers emphasize varied vocational skills.

Training in how to travel is an important component.

The special center is another alternative that should be available for severely multiply handicapped children. One such center is the Center for Multiple-Handicapped Children (CMHC), which is maintained by the New York City Board of Education. In the Center, intensive educational, remediational, and habilitative services are employed to provide an optimal program for each child. The children represent the full range of intelligence and have multiple handicaps which include neurological impairment, physical handicaps, and disabilities in the areas of language, hearing, and vision.

The program at the CMHC is based on the philosophy that the education of a multiply handicapped child requires a many faceted program derived from a thorough knowledge of the child's medical and family history, abilities, disabilities, and potential. Nongraded classes, diagnostic grouping, and individually prescribed instruction are some of the techniques that are employed to match the uniqueness of a child with an educational experience that will benefit him optimally. Planned group activities are used to develop the student as a social being. Special materials and audiovisual equipment are used to provide multisensory experiences for the child whose limitations may require broader based input.

Planned group activities help develop the student as a human being.

Residential secondary programs are needed for those children who, for one reason or another, cannot be educated within their community. A residential center can maintain its own program of resources or use the occupational education program at a nearby public school.

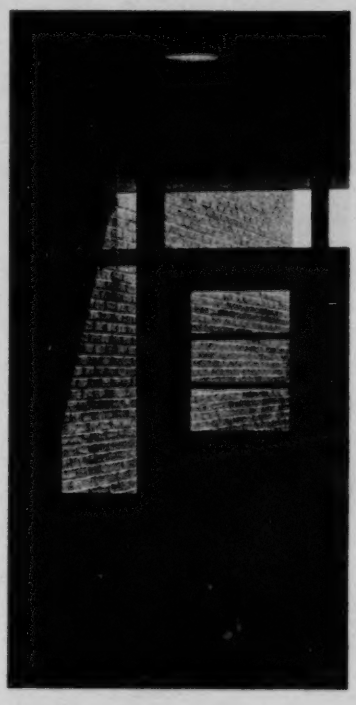
It is possible for several school districts to share a central facility. This arrangement has been referred to as a magnet center. In a report from the Educational Facilities Laboratory (1974), several kinds of magnet centers are described as follows:

> . . . Some serve only a particular disability. Others provide a specific function or resource for all classes of disability. In general, however, a special education magnet center is a school that provides comprehensive services for specific types of handicaps. Again, school districts

must be very careful to avoid making magnet centers into one-way, dead-end catch-alls. Repeatedly, the courts have warned school officials that it is most desirable to educate handicapped children in a program most like that provided to ordinary students. Magnet centers, by definition, are restrictive environments. Nevertheless, for severely disabled children, the magnet center is a useful tool for part-time placement in a cascade of services.

Even among the specific disability magnet centers, there are wide differences in facilities, clientele, funding, and program objectives. For example, the Marvin E. Beekman Center for Trainable Children is a magnet center for retarded children who live in and around Lansing, Michigan. The Ingham Intermediate School District constructed the center in 1968 for 350 students. A similar magnet center, the Orange Grove Center for the Trainable Mentally Retarded, was constructed in 1970 by a private, nonprofit corporation run by the parents of retarded children in Chattanooga, Tennessee. Also a private, contract residential service agency, Orange Grove draws children and adults from all over Tennessee and various surrounding states. Both schools serve approximately the same clientele, but the Beekman Center is a public school primarily funded through the Ingham Intermediate School District. In contrast, Orange Grove is a private school whose funds come principally from the state department of mental health and various public charities.

The two facilities are also very different. The Beekman Center is self-contained; most of its operations plus an adult activity center run by a tri-county community mental health organization are on the 57-acre campus. Orange Grove, in addition to its central operation, maintains five off-campus group homes and independent apartment units. However, Orange Grove's plant, while colorful and boasting a warm, home-like atmosphere, is not unlike Scandinavian cottage schools for the retarded. On the other hand, Beekman is frequently cited for its pace-setting shopping mall—an open corridor designed to closely resemble an inner city shopping street. There are seven stores facing a paved street with sidewalks, curbs, a mailbox, and traffic light all covered by a barrel-vault dome painted blue with white clouds and indirectly lighted. Since Beekman, several other schools (the Walden School in Yorktown Heights, New York, and the Aero School in Burbank, Illinois, for example) have included a street of stores as an integral teaching tool for the retarded.



Although both Orange Grove and the Beekman Center maintain a contract (sheltered) workshop, they use them differently. The Beekman workshop is used as the prime employer of the school's graduates. Since 1968, the school has placed 24 graduates, five of whom live independently, employed by commercial businesses at a full wage. Orange Grove's workshop, on the other hand, is an incorporated, self-supporting factory manufacturing 75,000 pens and mechanical pencils every working day. The school uses this workshop as a training facility prior to placement with a local industry. Although Orange Grove's students are severely retarded, more than 300 graduates have been placed in jobs paying full wages. On the average, about 10 percent of these graduates live independently in the community.

School districts in various states are opening new magnet centers aimed at other disabilities. There are new centers for the deaf, the emotionally disturbed, the physically handicapped, the mentally retarded, the blind, the brain damaged, the cerebral palsied, and the

learning disabled. In fact, some school districts are even developing new magnet centers for new specialties: the deaf/blind, the blind/mute, the handicapped/retarded, the emotionally disturbed/developmentally disabled, and other multiple handicaps. (pp. 20-21)

PERSONNEL FUNCTIONS

☐ Aside from providing facilities and services, a delivery system must also be concerned with personnel to fulfill very specific functions related to a secondary program. A system, whether it be local or statewide, must have personnel to perform the following functions:

1. Personnel to evaluate jobs and place students.
2. Specialists to handle language and other problems that are indigenous to a particular disability, specifically in the fields of the deaf and the blind.
3. Personnel to provide counseling, testing, evaluation, social services, and medical services.
4. Competent teachers to teach vocational and academic skills.
5. Personnel to provide a liaison between employees and the school and to provide periodic job evaluations to determine the relevancy of the occupational training choices and referrals.

THE CHALLENGE

☐ A secondary program cannot be thought of in the formal, traditional sense. One must consider that for handicapped children, depending upon the severity of their disability, the public school may be their last opportunity to develop the skills that are necessary for them to reach maximum levels of independence in the areas of academic growth, employment, and psychosocial management. We recognize that the society in which the child will live will vary from restricted to semirestricted and may be in the institution, the home, or the community. The expansion of the child's freedom to move and cope will aid in defining the community in which he or she will live.

The public schools may be the last opportunity to develop skills to reach maximum levels of independence.

A secondary program needs to provide the opportunity for students to develop those skills which will allow them increasing degrees of freedom from dependence. A secondary program should provide the opportunity to improve basic academic skills and good work habits as well as to develop job skills and job related skills. There should be provisions for vocational counseling, testing, evaluation, and job placement. Referral systems should be available to aid in the development of career placement, and a special supportive staff must be available to coordinate activities with other teachers involved in the secondary program as well as to teach those skills which are related to sensory deprivation, whether it be mobility training for the blind or language development for the deaf.

The program needs to provide development of skills which allow increasing degrees of freedom from dependence.

A special supportive staff must be available to coordinate activities with other teachers.

The secondary program should also provide opportunities for affirmative action. Affirmative action means permitting both the handicapped and nonhandicapped child to see the similarities between handicapped and nonhandicapped children. The program should emphasize opportunities for interpersonal contacts between the disabled and nondisabled and emphasis must be placed on developing attitudes that stress abilities. The secondary program should be provided in an environment where there is cooperation rather than competition between the handicapped and nonhandicapped and where the interaction provides for pleasant and satisfying experiences rather than frustrating and unpleasant experiences.

The environment should be one of cooperation rather than competition between the handicapped and nonhandicapped.

Finally, the objectives of the educational delivery system must be individualized to the point that regardless of the disability, the objectives of permitting the handicapped person to reach as much freedom and independence as possible in coping with his or her environment will be realized.

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program alternatives: using community and educational resources

A challenge to the special educator is to meet the ever expanding need for support resources through the coordination of existing services within the community. No longer can educators fail to form a union with those service agencies and community resources that can provide support to school age youth. The attitude of "You do your thing and I'll do mine" is a luxury educators can no longer afford.

keith a. dial

THE CHALLENGE

☐ The current challenge to secondary education is produced by the following concerns: a need to retain youths in school for extended periods of time; changes in society which are creating many varieties of learning difficulties in the young, not evident prior to the mid 20th century; a requirement for educational opportunities for all youths, including the handicapped; and a conventional program of instruction which does not seem to meet the needs of many young people.

The reduced need for unskilled labor has placed the burden on education to produce a more highly skilled product.

The need to retain youths in school is due partly to the demand by society for technically trained graduates. The greatly reduced need for unskilled labor has placed the burden on education to produce a more highly skilled product. There was a time when education had few dissatisfied customers because of an individual's ability to drop out of school and find gainful employment. However, with the age of technology came unemployment for the untrained and resultant dissatisfied youths who had no choice but to remain in school. Pressure on education builds to alter the existing curriculum for the school staying young person demanding more practical educational experiences.

The change from an agrarian to a highly technological society, a decline in home and family influence (parents who often do not care enough soon enough), and a flux in social structure which places less emphasis on stability are producing young people with learning and emotional problems not faced by educators in the past. This same change seems to be producing greater numbers of undisciplined, unmotivated youths than ever before.

A societal change seems to be producing greater numbers of undisciplined, unmotivated youth than ever before. A human recognition of the worth and value of each individual has added to the demands on education.

During this same period of time, a humane recognition of the worth and value of each individual, including the handicapped, has added new dimensions to the demands on education for developing a curriculum that will provide educational opportunities and will result in productive citizens, regardless of the handicap or the severity of the handicap.

With the time spent in school extended for young people who once were dropouts, the society induced learning problems of many youths, and the challenge to equip the handicapped with the skills necessary for productivity, alternatives to regular educational programing have become increasingly necessary. It has been estimated that one-fourth to one-third of school age young people cannot function productively in regular programs of education.

About ¼ to ⅓ of school age young people cannot function productively in regular programs of education.

Figure 1 shows regular education serving three-fourths to two-thirds of the students in a conventional manner. Special need students are shown blocked off. Organizations and services are pictured as separate entities with no unification other than a loose tie to regular education.

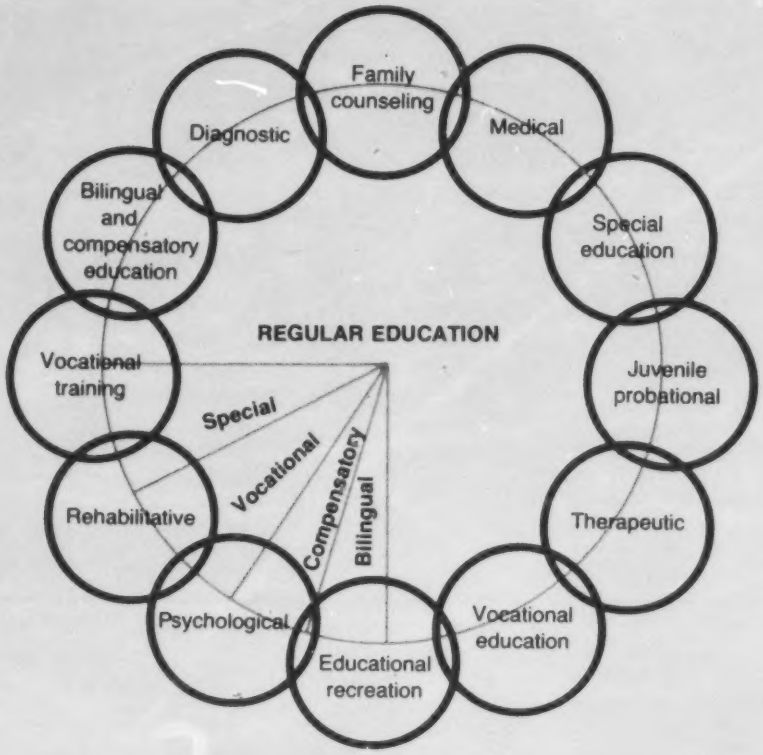
Special education has the responsibility of programing for the handicapped who need specialized intervention.

Special education has the responsibility of programing for that percentage of the youth population whose needs, because of a handicap, cannot be met by regular education without specialized intervention. Special education must consider these facts:

The task becomes insurmountable for education without a coordination of community resources and other state and federal agencies making services available to handicapped people. The role of the school must be broadened to include finding and coordinating those resources and services available through agencies outside the school jurisdiction.

Youths who are removed from mainstream society must not be removed from education's responsibility for producing a productive adult. School age people may become wards of the county or state for various reasons; yet, they are still the responsibilty of educational institutions for academic and vocational preparation for the adult work world. At no time can or should

FIGURE 1.
PATTERNS OF REGULAR EDUCATION.



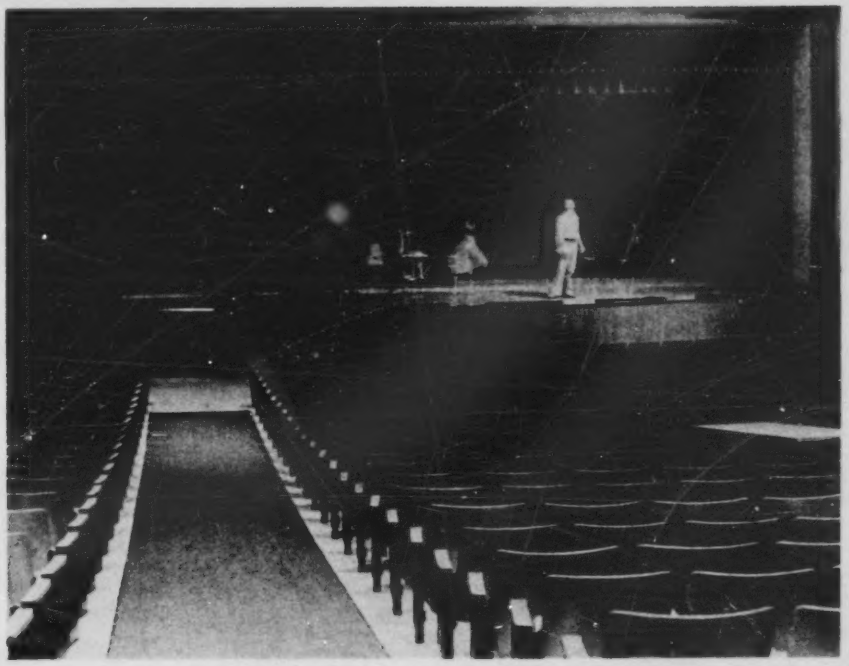
schools relinquish this responsibility unless institutionalization is being exercised as an option that best provides for the handicapped student's needs. This same logic charges educators with providing vocational and on the job training for the nonacademically oriented handicapped student, leading to graduation, job opportunity, and economic independence.

THE ROLE OF EDUCATION
A restrictive force is the feeling that the handicapped should not receive an equal educational opportunity.

☐ Many forces influence philosophical thinking concerning services for the handicapped. A restrictive force within many communities is a feeling by local taxpayers and some school administrators that the handicapped should not receive, nor could they necessarily benefit from, an equal educational opportunity. Educational priorities and limited funding influence this kind of thinking. Taxpayers and administrators with this philosophy are generally supportive of only minimal educational opportunities for the handicapped.

Conflicting with these feelings, attitudes, and this restricted philosophical approach are mandated laws in many states and on the national level (Public Law 94-142 and the Civil Rights Act 504) requiring states and local communities to provide educational opportunities for the handicapped consistent with those for students in "regular" education. Opposing philosophies of restrictive or limited educational approach with limited funding (local, state, national) and one which assumes the responsibility for the education of all youths within its jurisdiction, regardless of handicap or need, often leave public schools torn between mandated law and limited funding. Public education of necessity must look to service organizations within the community for resources to provide totally for the handicapped.

Opposing philosophies of restricted or limited approach leave public schools torn between mandated law and limited funding.



A restrictive educational philosophy of services excludes the following:

- Handicapped youths in trouble with law enforcement agencies, resulting in incarceration.
- Handicapped youths eligible for state school placement.
- Handicapped youths who cannot function in regular classes where local education agencies do not have specialized programs and are not responsible for providing educational opportunities.

An educational philosophy consistent with federal and state laws mandating programs and with society's demands concerning the handicapped includes these aspects:

- Local educators' assumption of the responsibility for the education of all youths within their jurisdiction, regardless of handicap or need.
- Recognition that the resources of all service agencies must be used.
- A view of education as the unifying organization for the home, the service agencies, and the educational institutions.

TERMS IN CURRENT LITERATURE

☐ Current literature discusses and defines several terms referring to education for youth, specifically education for handicapped youth:

- *Mainstreaming* refers to integration of eligible handicapped youths with "normal" peers in those areas where the student can function adequately.
- *Least restrictive alternative* require that handicapped young people be educated with "normal" youths except in cases where this instructional arrangement would hamper the progress of the handicapped student.
- *Career education,* so prevalent in educational journals and books, has resulted in mandated programs in some states that emphasize the concept that career education encompasses all of education—work skills, social skills, personal skills, life skills.

All of these terms indicate an educational preparation that will fit handicapped youths to function as normally as possible in a world that makes few concessions to the handicapped.

The educator of the handicapped must realize that handicapped youths are being prepared to live, work, and compete in a society that determines the rules by which they live and that these rules in most instances do not provide exceptions for the handicapped. Therefore, experiences must be planned to prepare youths to live by the rules of society and determine success by society's criteria.

Rules determined by society in most instances do not provide exceptions for the handicapped.

The Education for All Handicapped Children Act of 1975 (Public Law 94-142) mandates a federal commitment to guarantee all handicapped youths educational opportunities consistent with their ability to learn and services to facilitate those opportunities. It should be quite evident to local education agencies, private schools, and other educational institutions that a total utilization of resources will be required to fulfill mandated obligations to the handicapped.

Mainstreaming, least restrictive alternative, and the concept of career education no longer are terms to be discussed, considered, and possibly implemented by the more aggressive, forward thinking local education agencies. It now has become a mandated requirement for all local education agencies to implement. If the local school program is improperly administered, inadequately programed, limited in creativity, or restrictive in its outreach to other agencies, it takes little imagination to perceive how poorly the mandated plan of education for the handicapped will be implemented. Conversely, the local education agencies that search out the resources available, plan for their utilization, and design a plan that encompasses the broad concept of career education should have little difficulty in fulfilling the spirit, as well as the letter, of the law.

Taking into consideration the fact that today's society is creating greater numbers of youths who have special needs and the fact that education has been given a greater burden of responsiblity for preparing the handicapped to live a "normal" life in a "normal" society, some suggestions for using agencies (federal, state, local) in meeting these obligations are presented.

THE UTILIZATION OF COMMUNITY RESOURCES

Coordinated efforts of community agencies provide services locally for youths in trouble.

☐ An example of how the emotionally handicapped and youths in trouble can receive educational services can be illustrated by the coordinated efforts of several community agencies in Odessa, Texas, to provide rehabilitative services locally rather than assigning these young people to a state institution. This group of young people is growing nationally and must of necessity receive a high priority in the delivery of services.

In order to avoid jailing juvenile offenders in the county jail, the Ector County Youth Center which houses the offices of the Juvenile Probation Department, the juvenile courtroom, and a wing for male offenders, female offenders, and house parents was planned and built. Funding was provided by the county. Upon recognizing that without a continuing educational program, the facility would become another jail, the county probation personnel requested educational services from the public schools. As a result of the union of the two agencies, classrooms were added to the structure. Additional temporary classroom units were provided by the local branch of the state university.

County probation personnel requested educational services from the public schools.

In order to have enough students to provide a total program of educational services capable of graduation potential, it became necessary for the public schools to develop an alternative program and transport from the junior and senior high schools those students who could not tolerate a structured school environment. The students are received into this program in two ways—court

assignment and assignment by the junior and senior high school officials. The organizational structure includes four types of programs.

Crisis Intervention. On a short or immediate notice, a student may present the regular campus with a situation which it does not have the resources to handle. In this situation students will be temporarily placed in the juvenile probation facility for diagnosis. The student's scheduled educational program toward graduation will be continued during diagnosis and remediation. The student is not incarcerated and returns home each afternoon.

Transitional Program. This program is designed to provide an opportunity for students who have become unable to perform academically and/or socially to be placed in a structured environment at the juvenile probation facility in order to effect positive change. The goal of this program is to prepare the student to function in the regular program in an acceptable manner. The student's scheduled program toward graduation will be continued. The student is not incarcerated and therefore returns home each afternoon.

Terminal Program. This program is for the student whose depressed academic performance and antisocial behavior are such that a regular school setting is no longer possible for continued education. Continued education under these circumstances would allow progress toward graduation by fulfilling the requirements of the vocational adjustment class. The student is not incarcerated and therefore returns home each afternoon.

Youth in Trouble Program. This program is for the student who has been incarcerated because of violations requiring restriction of freedoms by society. A continuation of educational opportunities with psychological assistance and behavior modification activities is characteristic of this program. All options of the school district are available to these students for designing a program.

An ultimate goal is to return students to a regular school setting for full or part time.

An ultimate goal is to return all students to a regular school setting for part or full time with the exception of the terminally assigned student. Incarcerated students and students who cannot tolerate a structured school environment are scheduled in classes together. Psychological services are provided by the local Mental Health/Mental Retardation (MHMR) Center, which provides an associate psychologist. These services include psychological evaluations, therapy sessions, and parent involvement sessions, which are a requirement of the program. The associate psychologist's responsibility is to work directly with students and the parents of all students enrolled in the program. The local Young Men's Christian Association (YMCA) provides its facilities for a daily physical education program, which includes swimming, volleyball, basketball, handball, and tumbling. Students are transported to the facility by bus. The state Rehabilitation Commission provides vocational training, on the job training, tools, and physical restoration for students.

A definite need for vocational facilities on the premises has led the County Commissioners' Court to allocate funds to purchase the materials for a combination classroom/vocational building currently under construction by the building trades classes of the public schools and the local community college. The faculty is furnished and funded by the public schools, with the exception of a faculty member provided by the Juvenile Probation Department. All educational programing is under the leadership of the public school department of special education, as is the coordination of other services to students.

All educational programing is under the leadership of the public school department of special education.

In summary, youths incarcerated for conflict with the law and emotionally handicapped youths aged 13 to 17 who cannot function in a public school setting receive rehabilitation services and continued education through the coordinated efforts of the following agencies:

- *Juvenile Probation Department of the County,* which provides the facility and the youths incarcerated for violations of the law.
- *County Commissioners' Court,* which provides funding for construction of a vocational facility.
- *Local Education Agency,* which provides the instructors, educational programing, coordination of community services, and the building of trades classes to construct the vocational facility.
- *Mental Health/Mental Retardation Center,* which provides psychological evaluations, counseling to youths in the program, family counseling, and consulting services to the staff of the Juvenile Probation Department and

FIGURE 2.
AGENCIES THAT POOL RESOURCES TO PROVIDE SERVICES FOR YOUTH IN TROUBLE.

	Public Schools	Juvenile Probation Department	County Commissioners' Court	MHMR Center	YMCA	Rehabilitation Commission	Other Organizations
Instructional Program	Full curriculum						
Classroom Facilities	Minor Maintenance	Classroom utilities and maintenance	Facilities owned by the county		Physical education facilities		
Vocational Facilities	Construction provided by building trades classes		Funding for structure County property site				
Specialized Services				Psychological evaluations Family counseling		Training Tools Medical services Physical restoration	Foster care
Affective Education				Student counseling			Spiritual growth

the public school instructors.

- *Young Men's Christian Association,* which provides the facility for daily physical education activities that include indoor swimming, volleyball, basketball, and a variety of physical exercise activities.
- *Rehabilitation Commission,* which provides specialized training, tools, medical services, and physical restoration.
- *Children's Services,* which provides foster homes for environmentally deprived youths.
- *Other Organizations,* which provide spiritual growth opportunities and medical assistance.

Figure 2 shows graphically the agencies which pool resources to provide for youth in trouble.

HOME ENVIRONMENT

It becomes difficult to provide adequate educational opportunities if the home environment prevents educational growth.

☐ Another broad area of need is a home environment conducive to good mental health for the young person. It becomes increasingly evident that parenting is a little known art when one studies the national statistics on the increase of child neglect and child abuse. Of necessity, local agencies must address this issue, since it becomes difficult if not impossible to provide adequate educational opportunities to youths whose home environment is so poor and unstructured that it prevents educational growth.

Youth group and family counseling services are provided by the Mental Health/Mental Retardation (MHMR) Center. Young people who have identity problems and who act out are referred for counseling to the MHMR Center. Psychological associates who schedule group sessions or individual counseling sessions, depending on the severity of the handicap and need, are provided. Family instability and family initiated problems for youths are referred for family counseling to public school family counselors. The more severe problems are referred to the MHMR family counseling center. The contributions of the two cooperating agencies are as follows:

- *Local Education Agency*—Provides psychological associates for family counseling for parents and children who are identified as having family initiated problems.
- *Mental Health/Mental Retardation Center*—Provides counseling for youths and parents with more severe problems requiring the services of psychologists or psychiatrists.

TEENAGE PREGNANCY

Local education agencies must plan for continuing educational programs.

☐ A growing concern on a national level is the increasing incidence of teenage pregnancy. Local education agencies must plan for continuing educational programs that include teenage parenting, social adjustment, emotional support, counseling, legal guidance, and medical services. These special services provided to pregnant girls are as follows:

- *Local Education Agency*—Provides a facility, an option to remain in regular education or enrollment in a special school, a program of instruction including graduation and graduation exercises, nursery services, bus transportation, and home instruction during the period of delivery.
- *Mental Health/Mental Retardation Center*—Provides nursing services and psychological counseling.
- *Planned Parenthood*—Provides medical assistance and contraception information.
- *Community College Nursing Program*—Provides student nurses for nursery care.

Figure 3 shows the combined services of community agencies that serve teenage pregnant students.

FIGURE 3.
COMBINED SERVICES OF COMMUNITY AGENCIES THAT SERVE TEENAGE PREGNANT STUDENTS.

	Public Schools	MHMR Center	Planned Parenthood	Community College	Other
Instructional Program	Full curriculum Homebound service				
Counseling Services	Counselor assigned Part time	Psychologist provided upon request	Contraceptive information		
Medical Services		Nurse assigned to staff	Medical assistance	Student nurses for nursery care	Doctors for consultation services
Transportation	Home to school for student and baby				
Facility for Program	Classroom space				

PROGRAM FOR SERIOUSLY EMOTIONALLY DISTURBED YOUTH

☐ A program for the most seriously emotionally impaired youths is funded by the Mental Health/Mental Retardation Center. These youths are classified as psychotic and/or schizophrenic and have become unable to function in school programs for the emotionally disturbed because of the degree of their handicap. A ratio of two students to one adult worker is provided. The public schools refer young people to the program; and upon receipt of the student into the program, a special education teacher continues to provide educational programing.

Students do not leave the rolls of the public school.

The students in this program do not leave the rolls of the public school, and yet all psychological and behavioral planning is done by MHMR. The program is housed in the educational wing of a local church. Equipment, school supplies, and some furniture are provided by the local education agency. As mentioned earlier, separating youths from a school environment does not relieve the school of the responsibility of providing educational opportunities. In summary, young people who cannot function in a public school setting

receive rehabilitation services and continued education through the following agencies:

- *Local Education Agency*—Identifies and refers the youths to the program for the neurotic and psychotic provided by MHMR. In addition, a continued educational program is planned and conducted by a special education teacher. Transportation is also provided for the students.
- *Mental Health/Mental Retardation Center*—Provides psychological and behavioral specialists. A carefully planned program of activities appropriate to the emotional state of the young person is scheduled.
- *Local Church*—Provides the facility in which the program is conducted.

PROFOUNDLY HANDICAPPED YOUTH

☐ A process to identify profoundly handicapped youths through Operation Child Find is resulting in pressures to provide educational opportunities for numbers of young people not previously in school. Taboos and myths about handicapped youths being a sign of family weakness or bringing disgrace to families are rapidly being dispelled. It is becoming increasingly important for educational institutions and other local service agencies to combine efforts and services in order to provide adequately for the needs of this segment of society.

Locally the Mental Health/Mental Retardation Center provides the facility and half the staff for the profoundly handicapped. In addition to the educational opportunities afforded at this facility, a day care program is in operation. Mothers who work and mothers who need shopping time have the facility available. The local education agency provides one-half the staff and is responsible for all educational leadership and educational services. Transportation to the school portion of the program is provided by the local education agency. On a scheduled basis, the Young Men's Christian Association provides swimming and music enrichment. The local rehabilitation center furnishes physical therapy and occupational therapy experiences for this program on a contractual basis at a nominal fee to the local education agency.

The local education agency provides one-half the staff and is responsible for all educational leadership and services.

In summary, youths in this program have a planned educational program including speech therapy, physical therapy, occupational therapy, and day care service through the combined efforts of the following agencies:

- *Mental Health/Mental Retardation Center*—Provides the facility and one-half the staff. In addition, day care for the youths is available to working or shopping mothers.
- *Local Education Agency*—Provides one-half the staff, is responsible for the educational program, provides the transportation for the school program, and coordinates the activities of the physical therapist and the occupational therapist.
- *Local Rehabilitation Center*—Provides on a contractual basis physical therapy and occupational therapy at a nominal cost.
- *Young Men's Christian Association*—Provides the facility for indoor swimming and music appreciation.

OTHER CONTRACTED SERVICES

☐ Contracted services at a nominal cost to enrich existing educational programs are provided by the Mental Health/Mental Retardation Center, in addition to the many coordinated services made available at no cost to the local education agency. Psychiatric evaluations are available on a referral plan in which billing for this service goes to the parent or, when an inability or unwillingness to pay is established, to the local education agency. Continuing services of a school psychologist for student evaluation or family counseling are provided at nominal cost to supplement existing staff effort. In order to

coordinate and provide a greater total service to youths with emotional problems, the following agencies have combined resources:

- *Mental Health/Mental Retardation Center*—Provides additional psychological and psychiatric services to supplement the local school effort.
- *Local Education Agency*—Utilizes the resources of MHMR by serving as a coordinating agency.

The more severely handicapped young people between the ages of 14 and 21 must have specialized training and, in many instances, special health care and special tools to become job ready. The state rehabilitation commission provides contracted services in the areas of physical and occupational therapy. For qualified students, specialized training, tools for job placement, and physical restoration are provided. All youths who qualify because of the severity of their handicaps are jointly served by the local education agency and the state rehabilitation commission. For these resources to become services to school age students as a part of a broad based program of instruction and preparation, the local education agency must take the lead in establishing and perpetuating close harmony between the staffs of both agencies. The area of preparation for the world of work is jointly provided by the two agencies.

Youths with severe handicaps are jointly served by the local education agency and the state rehabilitation commission.

- *Local Education Agency*—Coordinates all services between the two agencies as they relate to the preparation needs of youths.
- *State Rehabilitation Commission*—Provides tools, training, and physical restoration for school age youths.

ASTHMATIC STUDENTS

☐ In some areas of the nation, respiratory ailments such as asthma virtually make youths invalids at the very time in their lives when physical and mental development is at its height. In order to combat this physical restriction that often is emotionally created, a program for asthmatic children has been provided by combining the resources of the following agencies:

- *Local Education Agency*—Provides instruction in diaphragmatic breathing and other physical exercises for youths diagnosed as asthmatic. This is an after school program requiring no time out of the student's school day.
- *Young Men's Christian Association*—Provides the facility for this instruction.
- *Mental Health/Mental Retardation Center*—Provides psychological instruction to parents and youths as it relates to coping with asthma.

ADDITIONAL AREAS FOR COORDINATE FACILITIES

☐ Many other possibilities exist in preparing young people for successful adult living by arranging to coordinate facilities between local education agencies and community service agencies. Some other areas for investigation and coordination are as follows.

First, development of a program in conjunction with the Boys' Clubs of America for chronic truants and the school dropouts is a desirable possibility. Quite often these facilities receive little use during the school day. They afford schools a great opportunity for modifying structured programs found in regular school settings, in order to work with youths on self-worth activities, values clarification, decision making, and long range goal setting in a nonthreatening environment.

Second, many senior citizens' centers are providing meals, both in the facility and in meals on wheels for their members. Coordination with local education agencies could provide an excellent training station for handicapped youths in all areas of food service.

Third, it is often possible to obtain the use of space in local churches during times when they are not in use. This space can be used for specialized programs such as those for the severely impaired emotionally handicapped youth and the multiply handicapped who cannot receive any mainstreaming assistance.

HOW TO MAKE IT WORK

☐ Here are some points to consider in making education community based.

- The regular program of instruction is the base or foundation for all services to the handicapped, including coordinated services of the community.
- The department of special education becomes a service oriented agency to the regular program of instruction and increases this service by becoming the agent responsible for coordinating community resources.
- Educational activities and opportunities do not have to take place within the confines of a public school setting.
- Many educational opportunities can be provided by people who are not "trained educators" in coordination with trained educators.
- It is the responsibility of the local education agency to reach out to the community for services needed in the educational process and then to provide the coordination necessary to tie various agencies' resources together into a structure of unified service.
- No contracts or written agreements should exist between agencies. An oral commitment to services to be provided is the best long range approach.
- The department of special education of the local education agency should be the responsible agent for providing coordination of community services.

Figure 4 shows the primary results of coordinating service agencies and community resources to provide educational opportunities for and meet the needs of students.

FIGURE 4.
RESULTS OF COORDINATING SERVICE AGENCIES AND COMMUNITY RESOURCES.

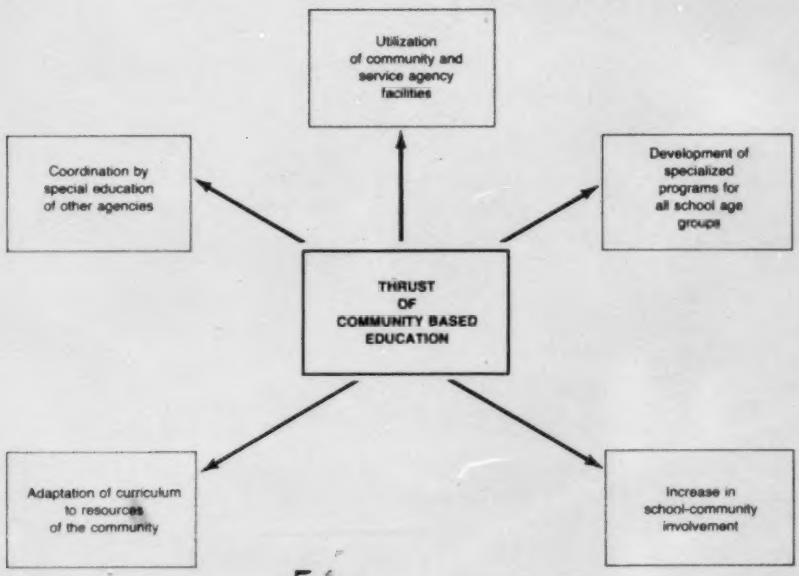
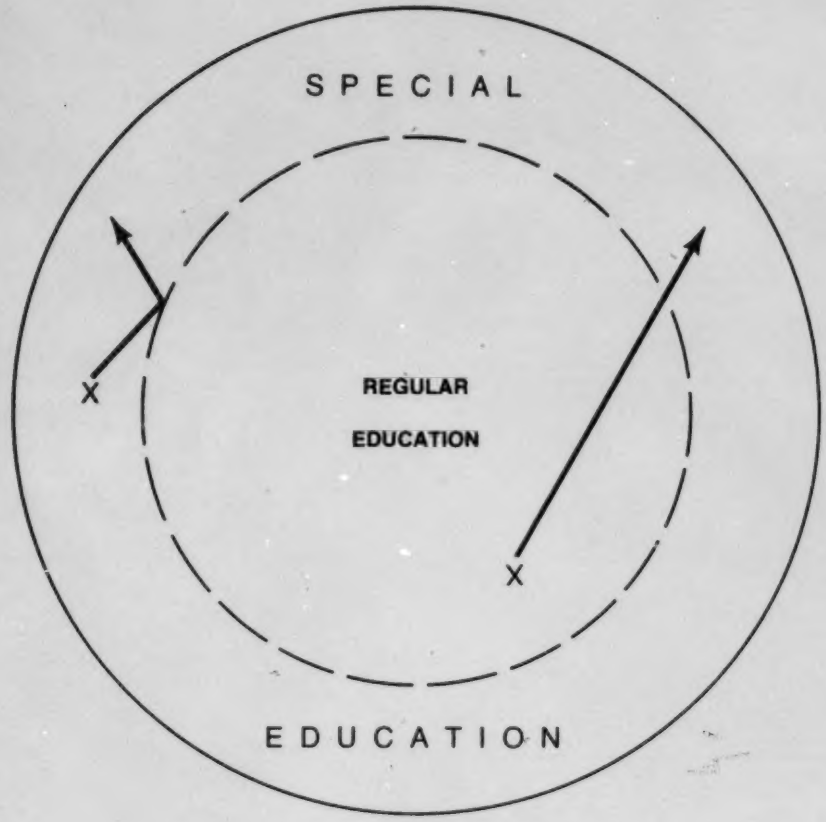

Utilization of community and service agency facilities
Coordination by special education of other agencies
Development of specialized programs for all school age groups
THRUST OF COMMUNITY BASED EDUCATION
Adaptation of curriculum to resources of the community
Increase in school-community involvement

FIGURE 5.
REPRESENTATION OF PAST ATTITUDE THAT SPECIAL EDUCATION WAS OUTSIDE THE SPHERE OF REGULAR EDUCATION.



In order to implement programing of this type, special education must be given status as a vital support arm of regular education. The attitude or feeling toward special education in the past has been that of an outside agency with no real connection with regular education. (See Figure 5.) Special education has often existed outside the sphere of regular education and programing and has had difficulty fusing or utilizing any of the resources within the inner circle.

Special education must be given status as a vital support arm of regular education.

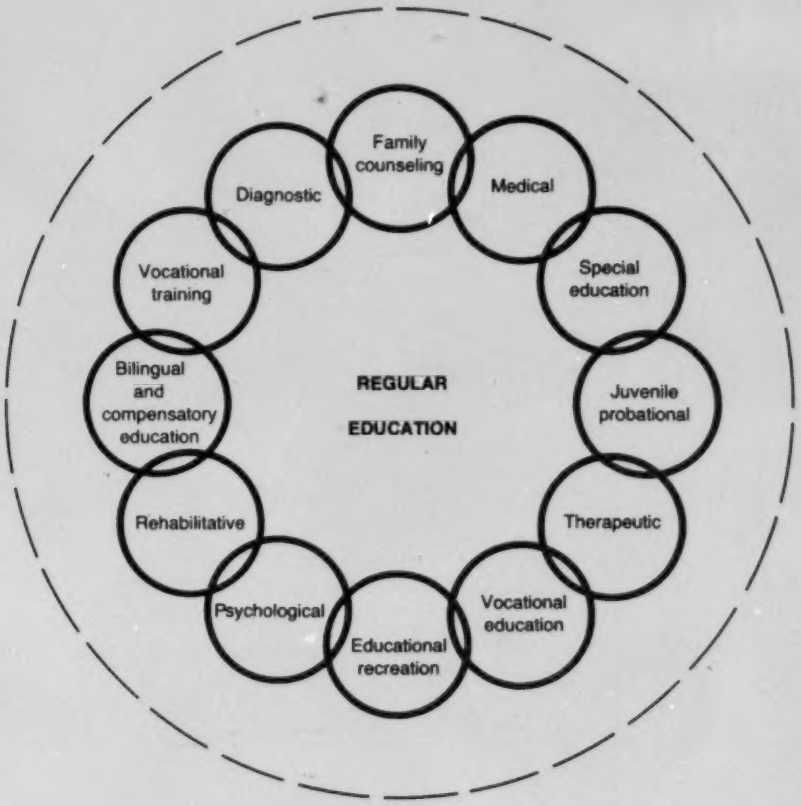
In contrast to Figure 5, special education must become a vital part of the total educational process by becoming a service oriented department and a community coordinating agent to regular education. (See Figure 6.)

Special education must become a vital part of the total educational process.

Figure 6 shows all branches of education coordinated with service agencies. As a result of the coordinated efforts, the following services and alternatives are available for educational programing:

- Academic education within the schools.
- Vocational education, both school and community based.
- Off campus alternative education.
- Academic or job competency graduation through the alternative education program.
- On the job training leading to job competency graduation through the vocational adjustment class program.

FIGURE 6.
PRESENT COORDINATION OF ALL BRANCHES OF EDUCATION WITH THE SERVICE AGENCIES.



- Psychological counseling and family counseling.
- Any combination of the above.

NO SMALL CHALLENGE!

☐ At a time when funding levels for education are under attack, when conventional programs of instruction cannot meet the needs of many youths, and when national insistence on equal educational opportunity for all youths, including the handicapped, is great, a new look at local, state, and national resources available through educational institutions and service agencies is necessary.

No longer can educators fail to form a union with service agencies and community resources to support youth.

No longer can educators fail to form a union with those service agencies and community resources that can provide support to school age youths to facilitate educational growth. The attitude of "You do your thing and I'll do mine" is a luxury educators can no longer afford. Selfish protection of position and program prerogative must be put aside if educational and community resources are to serve young people's special needs.

The challenge of the special educator is to meet the ever expanding need for resources to ensure an equal educational opportunity for all handicapped youths—without expanded funding—by coordinating existing services within the community. This is no small challenge, considering the enormity of a new role—that of coordinating service agencies and other community resources into community based education.

the role of the family

roger l. kroth

At the secondary level, the types of family structures for handicapped children become more varied and complex. Therefore, the problems of the educator working with the family become more complex. Most parents will need information on program goals, home tips, referral resources, and where to get tutors or respite care. Parents should become more involved in meaningful activities. Parents can run parent programs, serve as volunteers and paid aides, provide students with occupational information, and be of help to parents of younger exceptional children.

EFFORTS THROUGH THE SCHOOL YEARS

Most efforts have been directed to parents of preschool children.

☐ In recent years there has been an increased interest in involving the parents of handicapped children in the education of their children. Most of the efforts have been directed at parents of preschool children. These parents have been taught techniques of feeding, toileting, and other self help skills to use with their children. Professionals from various disciplines and parents have realized that coordinated efforts enhance the young child's opportunities for social, emotional, physical, and academic growth. Parents have been encouraged to serve on advisory boards, as advocates, and as educators of their own children. They have been requested to be involved in goal setting activities as well as be facilitators of growth.

As a child moves up the educational ladder, there seems to be less parent-teacher interaction.

As a child moves up the educational ladder, there seems to be less and less active parent-teacher interaction and much less parent involvement in the education of the child. If the findings of Farber, Jenne, and Toigo (1960) hold true today, it is the older handicapped children who can have profound effects on the marital and family integration. However, by the time the handicapped child becomes a secondary student, there is often only a minimum of required contacts between school and home. Since cooperative efforts between parents and teachers can facilitate child growth, ways need to be found to increase parental involvement.

FAMILY COMPLEXITY

☐ When one speaks of the handicapped child and his family at the preschool level, one tends to think of a unit involving a mother, a father, and possibly brothers and sisters. The probability of the child living with at least his natural mother is high, and therefore, programs involving a parent or parents in the direct teaching process seem possible. The problem that occurs is not that the parent may not have access to professionals, but that too many professionals may want a piece of the parent's time. The medical doctor, the nurse, the social worker, the occupational therapist, the physical therapist, the speech therapist, the educator, and the psychologist may all be asking the parent to get involved in programs.

Too many professionals want a piece of the parent's time.

At the secondary level, the types of family structures for handicapped children become more varied and complex. On the one hand, a child may live in a Dick and Jane type family, where there is a mother, a father, brother and sister, a dog named Tip, and a cat named Mitten. Then there is the child who may live with just the mother, or father, or an aunt, or a grandparent, or a brother, or a sister. Or the child may live with houseparents in a residential facility, or he may live in a group home. Or, in some cases, the child's family may be a group of friends. So when one speaks of "family" at the secondary level, there are a wider variety of contexts than at the preschool level, and the problems of the educator in working with the "family" of the secondary level handicapped child become complex.

"Family" at the secondary level is wider in context than at the preschool level.

PROBLEMS ENCOUNTERED BY FAMILIES

Families have been drained, depleted, and discouraged.

☐ By the time the child is of secondary school age, his family often finds that its physical, emotional, and financial resources have been heavily tapped. In some cases families have been drained, depleted, and discouraged from trying to cooperate with professionals and cope with the handicapping condition. Now they begin to face a new set of problems with limited prospect for help in solving them. Among them are the following:

Full time responsibility for the child. For some parents, the advent of secondary school placement is a reminder that soon the parent must again accept full time responsibility for the care of the child. Those needed respites from child care between 8:00 in the morning and 3:00 in the afternoon during the school year will soon no longer be available. If the child is severely

handicapped, the parents, who are getting older, can see little prospect for relief. The question of halfway houses, residential placement, etc., become more of a reality. In their anxiety parents may become assertive with public school personnel in demanding "cures" and job skills, which may make educators defensive about their programs and lead to alienation between parents and teachers.

Halfway houses, etc., become more of a reality.

Limited job opportunities. Even though bumper stickers loudly proclaim, "Hire the Handicapped," parents are aware of high rates of unemployment and the difficulty youth in general are encountering in finding jobs. How can their child, who has problems relating to peers and authority figures, hope to find and hold a job? Or how can their child, who has problems remembering math concepts, hope to find a job which requires the accurate exchange of money or measuring and counting activities? Even vocational rehabilitation organizations tend to give priority to clients or students they feel they have a good opportunity to place. Many communities do not have sheltered workshops. Although many companies in the business community have cooperated with special education work-study programs, parents remain concerned about their child's ability or inability to hold a job, even if the child does get placed.

How can their child, who has problems relating to peers and authority figures, hope to hold a job?

Siblings. An often neglected group in the family constellation is the siblings of the handicapped child. In group meetings parents suggested that it would also be helpful to hold group meetings for their other children. One father recently related overhearing a conversation between his son and one of his friends about his learning disabled brother. The son said, "I almost wish he was retarded; then it would be easier to explain. He's normal like you and me, but he must see things funny. He knocks over his milk and says the wrong things." The father went on to discuss the pressure that was put on the siblings and felt that sibling groups would help.

Brothers and sisters often get placed into babysitting roles. At ages when children are socially sensitive to their peers, a handicapped sibling can be difficult to deal with, particularly during the dating years. The strained relationships weaken the total family structure.

The strained relationships weaken the total family structure.

At the present time, there seems to be little attention being paid to the problem. Or if there is, it is not being reported in the literature. Siblings may need vehicles to discuss strategies for coping with having a handicapped member of the family in the same way that parents do. If the handicapped child is older and has been a behavior problem in the schools, then the siblings that follow may have to cope with negative teacher attitudes. Siblings may need a place to deal with their feelings, and they also may be able to learn techniques for helping a handicapped brother and sister. In some families, particularly at the secondary level, the siblings may be more intact and helpful than the parents themselves.

Siblings may be able to learn techniques for helping a brother or sister.

Marital disintegration. Having a handicapped child in the family can be enough to tip the delicate balance of some marriages and test many solid relationships. Mothers often feel they take the brunt of school conferences, therapies, and home treatment programs, while fathers may resent the lack of attention they get after working all day. Parents may separate or remain together only for convenience. With only one parent at home, it is difficult to establish cooperative home-school programs.

Parents may separate or remain together only for convenience.

Older parents. In the normal cycle of parenthood, there is a time when the parents expect all the children to leave the home. They expect their children

to be independent, and they hope that they, the parents, will be able to take care of themselves in their old age. For parents of severely handicapped children, however, the expectation of the child's independence cannot be fulfilled.

At the secondary level, parents raise questions concerning what will happen to the child if they die.

At the secondary level, parents in group meetings begin to raise questions concerning what will happen to the child if they die or become too old to care for the child properly? Should they have institutionalized the child at a younger age? Should they expect the child's brothers and sisters to look out for the child in later years?

Most school systems do not have trained personnel such as special education counselors, to deal with these parental concerns. Special educators are trained to accelerate child growth, academically, socially, emotionally, and physically, while secondary counselors are usually trained to work with occupational and vocational choice, personal student counseling, and the problems of academics and scheduling. The lack of trained personnel can leave both parents and educators frustrated in trying to work through problems that neither is equipped to deal with.

Reduced contact with schools. Middle schools, junior high schools, and high schools become formidable organizations with the large numbers of students, principals, vice principals, assistant principals, deans, counselors, coordinators, and secretaries. This is true for all parents, let alone parents of exceptional children. A phone call from a secondary school usually means attendance, academic, or discipline problems. Parents of children with learning or behavioral problems often have a history of unsatisfactory relationships with school personnel and the complexity of the secondary school structure is enough to discourage parent initiated contacts.

A call from a secondary school usually means attendance, academic, or discipline problems.

It is unfair to assume that parents become less interested or concerned for their children as the children enter the secondary schools. It takes a rather courageous parent (or an angry one) to try to find one teacher out of over a hundred teachers, or one classroom out of over a hundred classrooms. Because of a lack of communication between home and school, parents often view secondary school personnel as disinterested in students in the same way that school personnel assume that parents lack interest in their children.

Parents often view secondary school personnel as disinterested in students.

Since it seems unlikely that high schools will be reduced in size in the near future, it will remain the responsibility of school personnel to be innovative in ways to involve parents in the education of their children at the secondary level.

Loss of control. Techniques that worked with younger children do not often work the same with older children. The mother who tries to tell her 17 year old son, who is six feet three inches and weighs 200 pounds, that he must do his homework before he watches television or goes out to play, may be very optimistic. Parents who are notified by the school personnel that their child is failing classes, not attending school, or having disciplinary problems, often do not know what steps they can take to help the student—and seldom are they provided with any concrete suggestions from school personnel.

Seldom are parents provided with any concrete suggestions from school personnel.

Certainly all parents of secondary level students do not face all of the above problems, but the concerns occur frequently. Special educators need to be aware that such problems exist. University teacher trainers also need to address these problems with their students during training programs.

FAMILY NEEDS

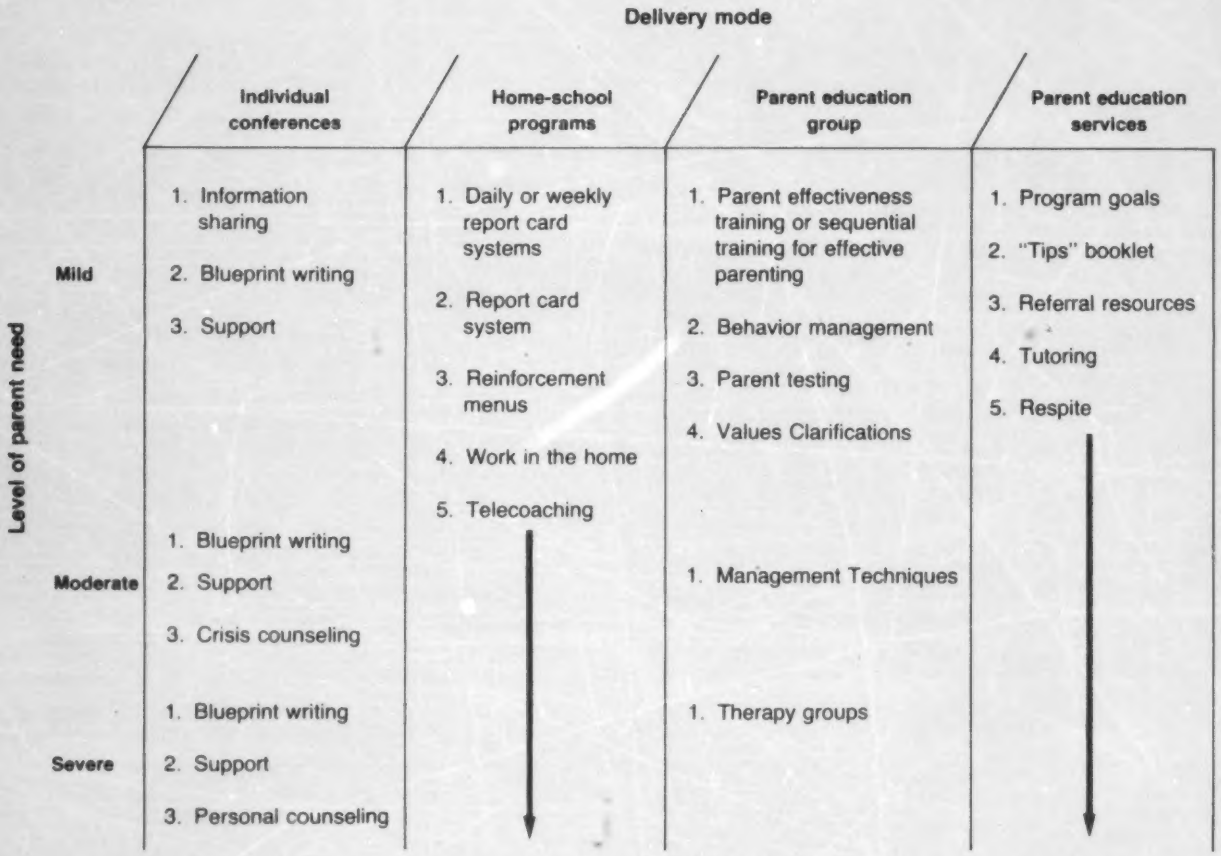
□ Special educators have tried to establish a continuum of services for handicapped children that ranges from support in the regular classroom to

one to one teaching in small self contained classes or institutions. The goal is to place children in the least restrictive environment. One usually considers that the milder the handicap, the least direct service is needed, and the more severe the handicap, the more direct service. The same hypothesis can be generated in regard to parents of handicapped children. However, it should be made clear that the proposed continuum of services for parents is based on the parents' needs and not the severity of the child's handicapping condition. For instance, it is possible that the child has only a mild handicap, but the delicate balance of the family structure is tipped to the extent that the parents need intensive parent counseling. On the other hand, the child may be severely handicapped, but the parents are intact enough that they may only need some information on now to help their child at home. Figure 1 provides a suggested model for delivering services to parents depending upon the parents' needs and various delivery models.

Continuum of services for parents is based on the parents' needs, not the severity of the child's handicapping condition.

Under the column on individual conferences, for parents with mild needs there will be some information sharing between teacher and parent, there will

FIGURE 1.
PARENT EDUCATION PROGRAM MODEL.



need to be some blueprint writing (individualized education programs), and perhaps some support conferences. For parents with moderate needs, the above is needed, and perhaps there will be times when a type of crisis counseling is needed. For parents having a very difficult time adjusting to the demands of a handicapped child there will be an additional need for personal counseling which extends over time.

Parents having a very difficult time need additional personal counseling which extends over time.

There are a variety of home-school programs that may be initiated to facilitate child growth, ranging from weekly report card systems to work in the home and telecoaching. To a certain extent which programs are initiated may depend on the severity of the child, but all may be appropriate for parents of differing levels of personal need. For parents with severe needs, it may take more of, or extended periods of, a particular system than it does for parents with milder needs. A parent with mild needs may only require a short demonstration in the home in order to carry out a home program effectively. Some parents may need to have the program demonstrated many times before they are able to use the program effectively.

In the parent group work, many parents could probably profit from programs on parent effectiveness training, sequential training for effective parenting, behavior management, testing their own children, and values clarification strategies. For parents with more severe needs therapy groups may be valuable.

Most parents need information on program goals, home tips, referral resources, tutors, respite care.

Most parents of handicapped children will have a need for information on program goals, home tips, referral resources, tutors, or respite care so that they can get away for a weekend regardless of the severity of their needs. However, the more severe the parental needs, the more often they will find a need for service.

In some respects, the model might be more appropriately displayed in three dimensions. The third dimension would relate to the severity of the child which will have an effect on *what* will be delivered via the various modes.

PROBLEMS FACED BY EDUCATORS

☐ Teachers often comment that it is of no use to offer parent programs at the secondary level because parents will not come. There is a general feeling that parents are no longer interested, that they do not care and therefore will not attend meetings.

While it is very doubtful that parents do not care about their children, it is true that attendance at parent meetings at the secondary level is low. It may be part of a self fulfilling prophecy, and it may be that parents are tired and frustrated from attending parent meetings at the elementary level. They also may be fearful of school.

It may be that parents are frustrated from meetings at the elementary level.

Educators have problems in trying to provide service to parents in sparsely populated rural areas. In some areas of New Mexico, parents would have to travel 50 or 60 miles to and from the school for a meeting. There is also a question of which types of services need to be provided.

Students are often trying to come to grips with their cultural heritage.

At the secondary level students are often trying to come to grips with their cultural heritage. This may cause conflict between children and parents. Teachers who try to become involved with parents at this time may find themselves in the middle of family dissension.

Another problem educators face is the question of what services should be provided at what educational levels. There is often no attempt to have a well defined scope and sequence for parent education programs throughout the school system. Parents who have had children in special education programs may have attended programs on behavior management techniques at every level, or parent effectiveness training, year after year depending upon the philosophy of the educators. Most school systems do not have a coordinated program of parent education from preschool through secondary levels. One

father of a high school student said that he has sat through four different presentations on behavior management by four different teachers since his child has been in special education at the elementary level. He smiled and said, "Of course, I want to cooperate with the school people."

Another problem that secondary level special educators are faced with is a lack of training in working with parents of exceptional children. There is often little, if anything, in teacher education programs on parent counseling or parent education, and yet there is considerable evidence that parents can have a positive effect on child growth (Kroth, 1975). In the *Phi Delta Kappan* ("The Trend Toward . . .," 1976) it was speculated that by 1980, 90% of all school districts will be using parent conferences. Public Law 94-142 mandates that both parents and teachers participate in formulating individualized education programs.

Teacher education programs are lacking in parent counseling.

The implication is that well over a million teachers will be sitting across the conference table with over 30 or 40 million parents during any given year. The frightening aspect of this trend is that human encounters can be for better or for *worse* (Truax & Wargo, 1966). Our own research in New Mexico has shown that in some cases parent conferences can result in some children decelerating in performance. Although it is true that most children gain from the parent-teacher encounter, if 5% or 10% of the children lose or become worse, then thousands of children could be harmed by poor parent-teacher interaction. Therefore, it is important to devote time in teacher training programs and inservice training programs to the development of skills and knowledge in parent education programs.

In some cases, parent conferences can result in children decelerating in performance.

EFFECTIVE PROGRAMS

☐ When the child is in secondary school, school initiated contacts with parents are often over a crisis or some type of negative behavior. If these are the only or most frequent contacts between school and home, then the possibility for cooperative relationship is decelerated. In fact, if there is a great deal of hostility between teacher and parent, this may become reinforcing to the child and actually accelerate deviant behavior. One way to prevent this situation may be to meet with parents prior to school entrance and establish some rapport for working together. Duncan and Fitzgerald (1969) investigated the effects of establishing a parent-counseling relationship prior to the child's entrance into junior high school. They found that the early contact group resulted in significantly greater parental contact with the school, better attendance, higher grade point average, lower dropout rate, and fewer repeat disciplinary referrals than a group without the early contact.

Hostility between teacher and parent may accelerate the child's deviant behavior.

While the above study was not directed at the special education population, it would seem that the strategy would work well with parents of the handicapped. This would not be a meeting to determine placement, but a meeting where the significant adults in the child's life can get together to become acquainted with each other as they begin to work together for the benefit of the child. In general, this is viewed as a school initiated contact. In a pilot program two University of New Mexico students, also teachers in the Albuquerque Public Schools, provided parents of elementary students with rehearsal experiences in contacting secondary school personnel. Parents were taught to initiate positive contacts with school personnel in order to enhance opportunities for cooperative relationships.

Getting parents involved in some type of nondirective, client centered group counseling program at the secondary level has been effective in some cases (Keppers & Caplan, 1962; McCowan, 1968). It may be that at the high school level parents need settings where they can explore their feelings about relationships with their children and share solutions to common problems. McCowan suggested that this type of activity might be as efficient and

Parents need settings where they can share solutions to common problems.

effective as working with the students themselves. Although studies on the secondary level students and their parents seem to be limited, it may be that further research will help special educators design a scope and sequence of activities in parent education in the public schools.

Parent testing was not significantly different from that of teacher testing.

During the 1975-1976 school year, a research study was conducted in New Mexico in which parents were taught to test their own children. Some parents of secondary level students were included in the study. The results of the parent testing were compared with teacher testing. In general, it was found that parent testing was quite reliable and not significantly different from that of teacher testing. But perhaps more important was the trust that was built between schools and homes and the improved communication between parents and their children. Programs where parents have something concrete to do rather than to just sit and listen seem to be motivating to them. For instance, in a middle school in Albuquerque, parents are being taught to run the Monterey Reading Program. The parents have been enthused in learning this highly structured concrete program, and of course, the school system will benefit from their help.

A pupil's growth can be accelerated by using parents as a reinforcer at home.

Daily or weekly reporting systems have been effective with some students and their parents at a secondary level (Kroth, Whelan, & Stables, 1970). In some instances, a pupil's growth can be accelerated in the classroom by using his parents as a reinforcer at home for the work he does at school.

No program can be universal enough to be used intact.

There are a number of instances when the programs discussed above will not work because of poor relationships between home and school or the student and his parents. There is no program that can be universal enough that it can be used intact. If one believes that differential diagnosis should lead to differential treatment for students, then the same assumption holds for parents and parent programs. Much depends upon how carefully the educator analyzes the parent, pupil, and school relationship before beginning a program. As with educational programs, i.e., Frostig, Monterey, Distar, etc., individual parent programs are appropriate for some parents and not for others. The skilled practitioner will try to select appropriate programs for the population of parents to be involved.

FUTURE TRENDS

☐ There seems to be little doubt that parents and families of handicapped children will become more involved in the educational process at all educational levels. Local school district policies and state and national laws insure this interaction, and farsighted educators will begin to make plans and develop procedures for facilitating involvements.

Parent information and resource centers. Many public school systems have materials and resource centers where teachers can look at new materials and can develop their own materials. Some school systems will begin to organize and staff parent information and resource centers. They will be centers where parents can get their questions answered. If a parent is planning on moving to another community, someone should be able to put them in contact with the appropriate persons for questions about placement. Materials will be available for parents to use at home with their children. Workshops will be identified for parents or developed where they do not exist. Books and films will be available for parent education programs. Personnel will maintain lists of tutors, babysitters, and respite care people and will provide some training for these people. The center will be a resource for compiling and disseminating information on summer programs, camps, private schools, or field trips for parents and teachers.

Materials will be available for parents to use at home.

The center may also provide inservice training packages for public school staffs in techniques for working with parents. In the past many universities

have *not* had, as part of their curriculum, a component on parent education. As a result, many regular and special education teachers have had to develop techniques on their own.

The parent information and resource center may provide inservice training packages for public school staff.

Sharing techniques with parents. Parents have a right to know what educators know about their children and about techniques that teachers have found to be effective in working with children. A number of years ago, educators were reluctant to share test data with parents, particularly IQ information. Usually, the test instruments were considered to be confidential. Now test data is being shared freely with parents, and in Albuquerque some experimental programs have been tried where parents have been taught to test their own children, using the instruments that public school personnel use. This has resulted in a better understanding of tests and what they measure. An analogy can be made with the medical profession. Doctors who share information and techniques with their patients gain high levels of trust. Some doctors encourage their patients to take their own blood pressure, give themselves shots, and perform other procedures. The doctors assume a level of intelligence and competence on the part of their patients which educators should also assume with the families they work with.

Test data is being shared with parents.

Parents will probably become more involved in helping run specific educational programs. In various parts of the country, parents have been involved at the elementary level. Some school systems are beginning to use parents in this capacity at the secondary. This has the advantage of informing parents of the curriculum being used and of gaining additional manpower.

Programs such as the Parent Effectiveness Training Workshops and Systematic Training for Effective Parenting are being provided for parents at all educational levels. One aspect of both of these programs is to teach listening skills. Carkhuff and Berenson (1976) also stressed the importance of teaching individuals attending skills to improve interpersonal relationships. These listening and attending skills can and should be taught to parents.

Listening and attending skills should be taught to parents.

Involving parents in meaningful activities. Instead of just providing parents with information, parents should become more involved in meaningful activities. Some will become trained to run parent programs in the schools. In this capacity they would not only relieve educators and multiply the effects of training, but can also bring the information to others from a parent's point of view.

Some parents will become trained to run parent programs in the schools.

More parents will become involved in the classroom as volunteers and paid aides. Some will bring to the classroom their expertise in various vocations to provide students with occupational information. Others will assist in the instructional process.

Parents of secondary level can help parents of younger exceptional children.

An important role that parents of secondary level exceptional students can play is to be a help to parents of younger exceptional children. Parents have concerns as their children make the transition from elementary to secondary schools. It is often effective to involve parents who have already made this transition as group facilitators with parents who are faced with this hurdle.

Work with siblings. One neglected area of concerns identified by many parents of secondary level students is the need to work with siblings and other family members. Group or individual meetings with siblings may center around their feelings, problem solving discussions, or techniques for actually working with their handicapped brother or sister. Since so little has been done in this area, it will probably be necessary to design and evaluate various types of programs to assist this population.

Scope and sequence of parent education programs. One of the things that should occur within the next 15 to 20 years is a rather well defined scope and sequence of parent involvement from the time the child is identified as handicapped through the school years. Many programs that are already in existence need to be evaluated for their usefulness at different levels. In addition, special educators who are interested in family work will need to design new programs that will provide knowledge and skills for parents in sparsely populated areas and in areas of concern that have been neglected.

Special educators need to design programs for parents in sparsely populated areas.

Working with families at the secondary level is not well defined. The research is sparse, and yet the isolated studies that have been conducted are promising. Parents are expressing a need, and innovative special educators are beginning to provide service and programs. The next 15 years should show a great deal of growth in understanding and working with families of exceptional children at the secondary level.

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a partnership between regular and special educators: from adversaries to advocates

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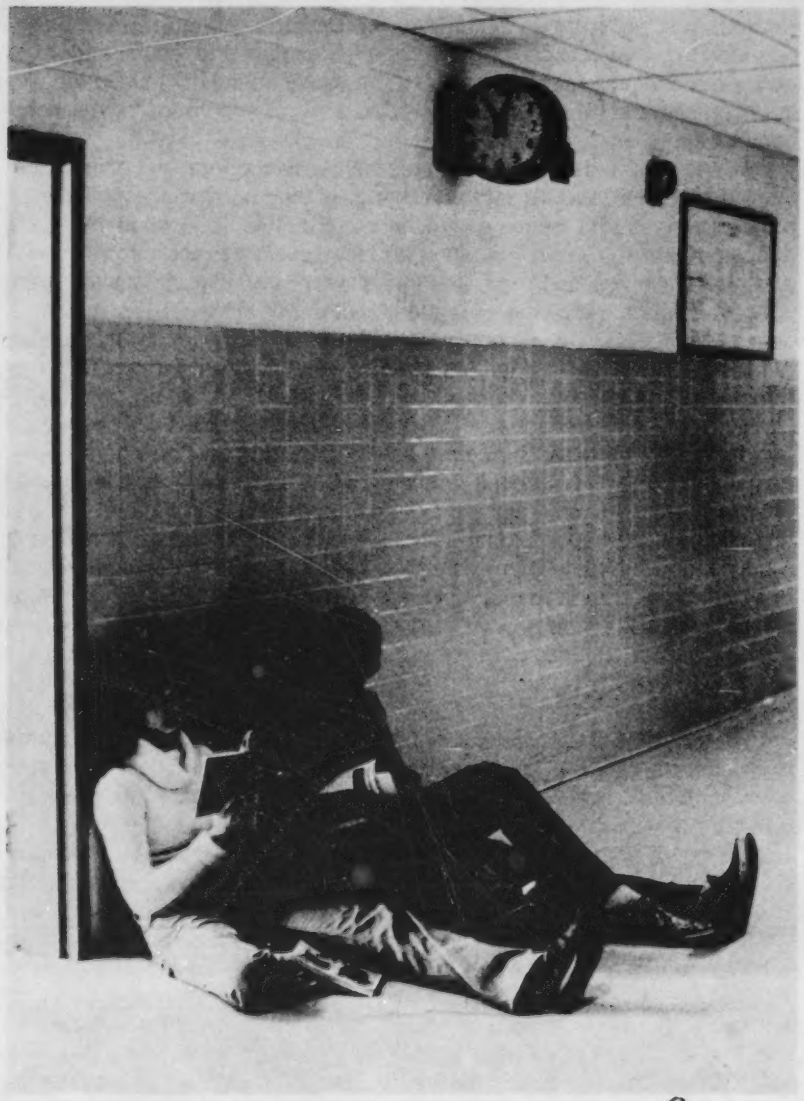
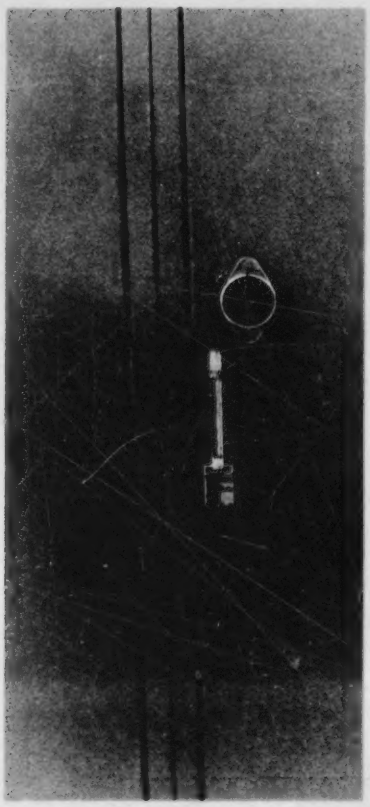
Despite such sources of tension as the ongoing evaluation of regular and special education by each other and the issues of "ownership" or "control" of problems and resources, regular and special educators share a basic professional responsibility for students in the secondary schools. We must translate this vision of mutual support and cooperative advocacy into reality.

This chapter is based on the presentation by Dr. Brown at the Conference and the discussion by the Invisible College participants which followed. Many of Dr. Brown's remarks are based on her experiences as a member of an administrative team in the Madison, Wisconsin, public schools.





A COMMON RESPONSIBILITY

☐ The problems of developing a partnership between regular and special educators to serve secondary students with special needs are very real. How do we translate our vision of mutal support and cooperative advocacy into reality?

Ah Love! Could you and I with Him conspire
To grasp this Sorry Scheme of Things entire,
Would not we shatter it to bits—and then
Remold it nearer to the Heart's Desire!
(Khayyam, 1930/1969, Stanza 99)

Omar Khayyam's poetic lament sounds slightly corny in today's world of data based planning and evaluation and management by objectives, but visions of schools as they "ought to be" play an important part in guiding our efforts to provide a more appropriate education for secondary level handicapped students.

Regular and special educators share a basic professional responsiblity to determine programs and secure resources.

Despite sources of tension, to be mentioned later, regular and special educators share in common a basic professional responsiblity to determine the best educational programs that can be offered to the students in our secondary schools and to secure the resources to deliver those programs, resorting to public advocacy if need be. It is important that regular and special educators bear in mind this shared responsiblity as they negotiate the ways in which services are to be delivered to special subgroups of the school community.

One source of tension is the ongoing evaluation of regular education by special educators and vice versa.

One source of tension that interferes with easy cooperation between regular and special educators in the discharge of their common responsiblity as professionals is the ongoing evaluation of regular education by special educators and vice versa. No matter how nicely we try to approach it, much of that evaluation has negative undertones. From the point of view of special educators, many problems of students with special needs result from the deficiencies of regular education. There would not be so many "special" problems—if regular class teachers had better attitudes, if they put forth more effort, if they modified the curriculum appropriately, and so on.

Progress reported from the resource room does not generalize to the regular classroom.

As mainstreaming programs are introduced, with promises of special support for regular class teachers from special educators, we now begin to hear negative comments by regular educators about what the specialists have to offer them. Many of our special programs have not been validated. They are designed for individual tutorial settings and cannot be implemented in the regular classroom. The impressive progress reported from the resource room does not generalize to the regular classroom. The frustrations of the regular classroom teacher with poorly designed mainstreaming programs are great, and the special education program is a readily available target for displaced anger.

The classic paradigm for trouble is "you" owning the problem and "me" owning the resources for solution.

Another source of tension centers around issues of "ownership" or "control" of problems and resources for their solution. The classic paradigm for producing trouble has "you" owning the problem and "me" owning the resources for its solution. The potential for miscommunication and frustration on your part is compounded if I appear to withhold my resources from you and demand, sometimes supported by legal authority, that you reallocate your already thinly distributed resources in order to solve the problem by implementing my plan. Many regular classroom teachers are already overwhelmed with paperwork and other chores, fatigued, frustrated, and on the brink of demoralization. When the special educator, armed with copies of Public Law 94-142 and flanked by fiery eyed child advocates, appears with another student with obvious special needs to add to an already large class, the first reaction of many regular educators is bound to be angry and defensive rather than welcoming. "What do you mean by saying that the education

of this student is *my* responsibility?" demands the regular educator. "Isn't this the kind of student you are being paid extra money to teach?" And in the backs of our minds, we remember that if our special education solutions had worked as well as we thought they would, we might not be trying to give the "problems" back to regular education. To compound our sins against regular education by seeking to retain our control over the resources that are available to support special students served in regular programs further fuels the initial feelings of resentment. Clearly, there is much in the areas of problem ownership and responsiblity for change that will need to be negotiated before regular and special educators feel comfortable in the partnership we desire to achieve.

If our solutions had worked, we might not be trying to give the problems back to regular education.

☐ Enough about the difficulties of our task. What about solutions? Some fundamental barriers to the education of students with special needs are physical, such as lack of elevators or toilet facilities usable by handicapped persons. Since the costs for such environmental modifications do not come directly from instructional budgets, and the need for them is relatively obvious, agreement on their importance tends to be reached fairly easily. Furthermore, since modifications of the physical environment tend to be "one time only" in nature, they do not need to be renegotiated every year.

TOWARD SOLUTIONS

Modifications of physical environment do not need to be renegotiated every year.

Analyzing the characteristics of the solutions of such physical environment problems can be helpful before we turn our attention to more difficult social and instructional problems. Persons in the school community already share a sense of group responsiblity for making schools more accessible to handicapped persons. The solutions are remote from themselves; that is to say, they can be implemented without major changes being required in their own personal behavior. Finally, credit for the solutions achieved cannot easily be claimed by one group rather than another. Where any one of these characteristics is different, where the responsibility for the problem or credit for the solution is not shared mutually, or where solving the problem involves changes in the behavior of school personnel, either regular or special, the potential for the generation of tensions such as those described is greatly increased.

Credit for solutions cannot be claimed by one group rather than another.

Teachers and administrators in the Madison Public Schools have used various approaches in managing these tensions and enabling a productive partnership between regular and special education to grow. One key has been the involvement of the regular staff in the definition of both the problem and its solution. Teachers have been involved at all stages of joint planning, but everyone agrees that obtaining administrators' commitments and support is critical to success.

Administrators' support is critical to success.

Longitudinal plans are developed through a "cluster" planning procedure. Four times each year the administrators of the high school and of the middle school and elementary schools that feed into that high school meet for this purpose. The focus is always on the next step—not just what is happening now, but what is going to be needed for the next step. Experience with longitudinal planning gives the team a perspective on problem prevention as well as problem solving. If the same problem is always presenting itself for solution, it is natural to seek ways of preventing it from developing.

One example dealt with in Madison was truancy. The initial focus on truancy as a recurring problem gradually developed into a concern about nonattendance at school and finally into implementation of programs to encourage attendance. The step from punishing truancy to rewarding attendance for truancy-prone students reflects the kind of small but vital shift of viewpoint that occurs when regular and special educators begin to work together to solve shared problems. Furthermore, it resulted from thinking

together about the long range needs of special students and suddenly sharing the insight that by restructuring the way the problem was defined, regular and special educators could work together on its prevention.

The same team planning model is used successfully in Madison at the building level, here focused more on the immediate needs of individual students. But, again, open discussion of ways in which available resources could be used to meet those needs produces a sense of partnership. The concept of "sharing the problem" is reflected in the agreement to include a plan for reentry into the regular program as part of any intervention plan that requires removal of a student from the regular program. Searching for ways to meet student needs has led to plans for "schools within schools" and other alternative education programs in support of which regular and special resources could be shared.

RESPONSE FROM THE COLLEGE

☐ Also commenting on this point, Rosenberg (Chapter 10) and Dial (Chapter 5) mention that the bottom line from which special programing proceeds is the requirements of the law. They seek to explain those requirements to the regular education staff and then welcome full, active participation in planning solutions that fit. The result is programs that vary from building to building as well as district to district. Simches (Chapter 4) notes that one weakness of many federally funded programs has been an overly narrow definition of eligible programs. School personnel "adopt" the specified program while the funding lasts but do not develop the sense of ownership that might lead them to fight for its continuation after funding stops. Programs that are "laid" on people do not become rooted as easily as those they have developed together. As we can see from the Madison example, merely redefining *truancy* as *nonattendance* accomplishes little. The process of arriving at such a redefinition, however, can support fundamental change in a system. Larsen (Chapter 12) and others point out the usefulness of also involving students and their parents in the planning process. Again, the objective is to generate solutions that address the problem from the perspectives of all its "owners." The result can be a stronger sense of commitment to seeing the plan work.

Programs that are "laid" on people do not become rooted as easily as those they have developed together.

SKILLS FOR SECONDARY EDUCATORS

☐ What skills are needed by secondary special educators working in programs that are in partnership with those of regular education? Do they differ from those needed at the elementary level?

There are major differences in skills needed by elementary and secondary level teachers.

The kinds of skills needed are changing for both secondary and elementary level special teachers as new knowledge about methods and curriculum are developed and as special programs move from a "two track" model to a "continuum of service" model. However, there are some major differences in skills needed by elementary and secondary level teachers.

Inservice training must occur.

The background of continued change in special education programs and curriculum has forced us to change our conception of teacher preparation. Preparing teachers to implement the continuum of service model requires more than modification of preservice training programs. Clearly, inservice staff training must also occur. As in other professions, special educators need to accept the need for continuing education for professional growth. Professional teachers must continue to grow with their field.

Special educators still have much to learn about the curriculum and methods that are appropriate for secondary level students with special needs. So much attention has been focused on elementary level programs, and recently on preschool programs, that limited work has been done at the secondary level. Critical for secondary level special educators is a longitudinal perspective on human development, with special knowledge of adolescent development. Physical growth brings with it the problems of sex-

Critical for secondary level special educators is a longitudinal perspective on human development.

uality and changing social expectations. Cognitive development brings new self awareness and sensitivity to the limitations on mobility and social acceptance that go with many handicapping conditions. The coincidence of increasing pressure from others to meet often unrealistic expectations for one's behavior and the rejection of oneself as "handicapped" that comes with growing self awareness make some of our students vulnerable to suicidal thoughts—special teachers need special training to help students deal with such thoughts and the pressures which produce them. Coping skills are different for secondary level students.

Our knowledge of what to teach and how to teach it in all of these areas, and there are more that could be mentioned, is full of gaps. We need more dissemination of information from quality programs.

The limitations of our training knowledge are also great when it comes to the skills required by secondary special teachers to participate effectively in the cooperative programing discussed earlier. Here, fortunately, we can borrow more directly from the experience of other fields to find out what needs to be taught about functioning on planning teams, achieving agency cooperation, providing and soliciting mutual support between parents and school personnel, and so forth. *How* to teach these skills to teachers who are not accustomed to thinking of them as required by their roles remains a very great challenge.

THE EDUCATORS' NEEDS

□ All of which brings us to a final point—the demands we are making on regular and special educators as we seek to improve services to students with special needs may come to be counterproductive if we are not sensitive to the social and psychological needs of educators themselves. The good teachers, the dedicated administrators buy our optimistic reformulation of the potential inherent in the student with special needs and translate it into higher expectations for their own instructional performance. Given the realities of slow progress and frustrating regressions observed in the behavior of special pupils and the energy required to carry on a continuing program of advocacy in addition to one's instructional responsibilities, good teachers "burn out" unless they have learned minimal skills for their own good survival. Some of our best people need a vacation from their self imposed responsibilities from time to time if they are not to damage themselves as teachers and human beings.

Good teachers burn out unless they have learned minimal skills for their own survival.

At the root of what must be learned is acceptance of the fact that in the end we will not be able to shatter this "Sorry Scheme of Things entire . . .and remold it nearer to the Heart's Desire," even if we work in partnership with regular educators. But, good partners will support us in doing as much of what ought to be done as can be done by us.

REFERENCE

Khayyam, O. [*Rubaiyat of Omar Khayyam*] (E. Fitzgerald, trans.). New York: Doubleday, 1969. (Originally published, 1930.)

academics for handicapped students in our secondary schools— where do we begin?

For many students, the secondary level special education program will be their first exposure to special services. Academics are clearly the focus of the basic education program and both junior and senior high school students can make impressive gains as a result of intensive remedial instruction. The academic emphasis, however, does not preclude vocational and career training. The academic program can and should incorporate the content materials relevant to all aspects of adult living.

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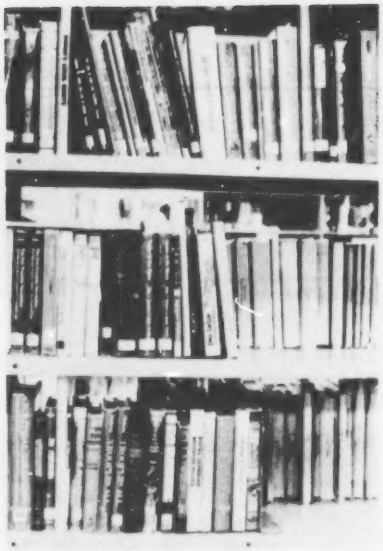

SPECIAL EDUCATION'S ELEMENTARY SCHOOL BIAS

☐ For too long, special educators have focused their primary attention and concern upon young handicapped children while the needs of older handicapped students were, by and large, ignored. As a consequence, educators are now ill prepared to deal with the many and varied learning and behavioral problems which confront them in the secondary schools.

There is ample evidence of special education's elementary bias. Curricula and materials for use in the primary grades abound; in comparison, few curricular resources are available for the older exceptional student. While there is an extensive technology of instruction, diagnosis, and assessment for use with elementary school populations, a comparable instructional technology is lacking for secondary aged students. But, the strongest evidence of special education's preoccupation with young handicapped children lies with the disproportionate development of programs and services for the handicapped which so overwhelmingly favors the younger handicapped client.

A comparable instructional technology is lacking for secondary aged students.

The field of learning disabilities offers a timely example of this inequitable pattern of program development. Since the early 1960's (for all practical purposes, the current learning disabilities movement dates from the early 1960's), programs for the young learning disabled have been established at a phenomenal rate, in fact, faster than for any other area of exceptionality (Hallahan & Cruickshank, 1973). Just now, some 15 years later, the plight of the older learning disabled students is being recognized and efforts on their behalf are finally getting under way.

The plight of the older learning disabled students is now being recognized.

One reason for the deficiencies in services for the secondary school exceptional pupil is the belief, widely accepted, that handicapped children who are identified as handicapped and given help during their early school years can be expected to outgrow their disabilities—despite clear evidence to the contrary. Thus, in a recent nationwide survey of state, department level personnel in special education (Scranton & Downs, 1975), many of the respondents espoused the opinion that elementary intervention eliminated the need for secondary school remedial programs. Further, many of the respondents offered this "fact" as an explanation for the disparity between the development of elementary and secondary level programs in their respective states. Belief in the "curability" of handicaps is obviously widespread. It is, indeed, harmful when it obscures the educational needs of the older handicapped individual.

Insensitivity to the program and service needs of the older exceptional student certainly conflicts with the trend toward extended schooling for the handicapped. Many states have already extended the age limit for mandatory services to the handicapped beyond the age requirement for nonhandicapped students to 21 and even 25 years of age. One state is reportedly considering lifetime educational responsibility for its handicapped citizens. In addition, recent legal mandates which guarantee educational services to the handicapped have raised the expectations of handicapped children and their parents for the fulfillment of the provision for appropriate educational services, even into young adulthood. Clearly, restricted programs geared to the needs of the young handicapped child are out of step with such expectations.

Insensitivity to the program and service needs of the older exceptional student conflicts with the trend toward extended schooling.

It is time that special educators face the fact that all handicapped children do not outgrow their disabilities and that some handicapped students will require special education assistance to the conclusion of their academic careers. And the more severe the handicap, the greater the need for continuing services. Secondary, and even postsecondary, programs for all types of handicapped individuals will be needed. Special educators must be prepared to provide appropriate educational services and programs at every stage of the handicapped student's academic life consistent with their needs. Does

Some handicapped students will require special education assistance to the conclusion of their academic careers.

anyone seriously doubt that this is special education's responsibility?

The problems of the handicapped secondary student are complex; one or many areas of functioning may be impaired, such as the physical, academic, social, and emotional. Each area by itself merits extensive discussion, but such a treatment would far exceed the confines of a single chapter. The focus of this discussion, therefore, will be on the academic training needs of secondary handicapped students.

ACADEMIC PROGRAMING—AN OVERVIEW

□ Before we can discuss the topic of academic programing for secondary school handicapped youth, it is necessary to define some of the terms which will be used repeatedly throughout this discussion. *Secondary*, while such a common term, denotes different levels of school programing depending upon the standards which apply in a given state. Secondary may or may not include junior as well as senior high school programs. For example in the state of Pennsylvania, the term *secondary* applies to all youngsters beyond the age of 12 years and 5 months and thus encompasses both the junior and senior high school programs. Accordingly, both junior and senior high school programs will be considered in this discussion of secondary level academic programs for the handicapped.

Academic applies to elementary school basic skills subjects and secondary school content subjects.

Academic is another term which is subject to broad interpretation. In general terms, *academic* applies to school activities, which begin in first grade, and encompasses the basic skills subjects of the elementary school and the varied content subjects of the secondary school curriculum. The term is used in this discussion to denote formal instruction in subject areas, with a particular emphasis on curriculum apart from preacademic pursuits associated with kindergarten or self care type programs at one end of the educational continuum and from specific vocational job training programs, such as shop or work study, on the other.

Also, it would be impossible to discuss secondary level academic programing for every type of exceptionality—some limitations are required. Perhaps the most serious challenge in our secondary schools today (excluding private and residential facilities) comes from handicapped students who are labeled as learning disabled, brain injured, or emotionally disturbed. The number of such students is too large to be ignored. These are the handicapped students who are floundering in our secondary school programs and who present serious academic and management problems to teachers and staff.

The number of students is too large to be ignored.

Within this population of handicapped secondary school students, special academic programs need to be provided for those with serious academic deficiencies. It is necessary, however, to be aware that the presence of an identified handicapping condition does not necessarily involve severe academic deficits any more than academic difficulties necessarily indicate the presence of a physical or mental disability. Special education programs at the secondary level should focus on those handicapped students with severe academic problems. Students with mild or moderate impairments should, if at all possible, remain in regular programs.

Secondary programs should focus on students with severe academic problems.

But what is a "severe" academic problem? Is a 10th grade student who is having difficulty in trigonometry a case for special education? Is the 12th grade student whose reading proficiency is comparable to that of a 9th grade student, which is 3 years below his grade placement, a candidate for special class? And finally, should the seventh grade student with second grade level reading skills and fourth grade level skills in mathematics be enrolled in a special education class? While all of these students are deficient to some degree in one or more areas of performance, the severity of the educational handicap is not of equal magnitude for all three individuals. The academic

plight of the seventh grade student is the most pressing. This student has yet to master the rudiments of reading and mathematics. His basic skills are so deficient that there is little likelihood that he will succeed within a secondary—in this case junior high—school program. An intensive remedial instructional program is indicated for this student.

His basic skills are so deficient that there is little likelihood he will succeed.

The 12th grade student with reading skills approximating the 9th grade level is functioning well beyond the elementary school level and, very likely, within the range of reading performance levels that one would expect to find within a typical secondary school population. Certainly, his teachers should be aware of his depressed functional reading level and take this into account when programing for this student. However, he is not so far removed in reading skills from his peers that he will present serious instructional management problems for his teachers. His educational deficiency, very likely, is manageable within the confines of a regular school program.

Our 10th grade student whose achievement in trigonometry is not up to par presents another picture. This youngster's difficulty may stem from a lack of ability for this particular subject, lack of interest, poor teaching, or some other cause. Tutoring, along with some extra effort on the student's part, would seem the appropriate course of action; special education services would not be appropriate. Undoubtedly there are many other secondary students who, like this 10th grader, are experiencing difficulties in some of their course work, but surely this does not make them part of our special education population.

Special academic services should be reserved for those students experiencing severe achievement deficiencies with severe being defined as functional skills below the seventh grade level. Thus special education programs should be for those junior and senior high school students who, despite their age and years of schooling, still have not mastered the knowledge and skills of the elementary curriculum, for example exhibiting profound deficiencies in the most basic skills of reading, language, and mathematics. According to this academic criterion, only the seventh grader qualifies for inclusion in a remedial program under the auspices of special education.

Special academic services should be reserved for those students experiencing severe achievement deficiencies.

DEFINING INSTRUCTIONAL ROLES

□ For programing purposes at the secondary level, it is useful to distinguish between the basic skills curriculum and the regular content subject curriculum. The basic skills curriculum involves instruction in primary skill areas, such as reading, spelling, computation, and written expression, in contrast to the content subject curriculum which refers to course offerings, such as history, biology, economics, and algebra. Having separated the two areas of instruction, it is suggested that responsibility should be assigned for each area of instruction. Special educators should bear the responsibility for basic skills programs and regular educators ought to carry the responsibility for content subject instruction.

It is useful to distinguish between basic skills and content subject curriculum.

The separation of roles is, at the present time, a pragmatic necessity. Most special educators, because of their background and training, are not equipped to deal with the varied content subjects taught at the secondary school level. Indeed, the special educator who is a subject matter specialist as well as a specialist for learning problems is rare. For the most part, special educators will have a background in special education and very often elementary education and reading. A special teacher with expertise in specific subject disciplines, such as world cultures, biology, chemistry, or literature, does not represent the norm. The preparation of professionals with dual competence in remedial instruction and specific secondary disciplines is a worthwhile goal for the future but at present, it is not a reality.

A special teacher with expertise in subject disciplines does not represent the norm.

On the other hand, the secondary teacher of a specific discipline is usually unprepared to teach or remediate vis-à-vis basic skill areas. To assume that either the regular or special teacher can fulfill the demands of dual instructional responsibilities is asking that a single teacher be all things to all people. Yet this is what, unfortunately, appears to be happening. Mainstream programs would seem to be forcing the regular teacher into the dual roles of subject matter instructor and remedial specialist. Hastily conceived special education secondary programs which do not place reasonable limitations on the type and number of student participants and the subject areas to be taught are casting special educators in similarly difficult positions, wherein they too must be both a remedial and subject matter specialist. The situation is untenable from either perspective.

Mainstreaming would seem to be forcing the regular teacher into a dual role.

One might approach the question of teaching responsibility from yet another point of view. If the students are functioning within the scope of elementary education, should not the responsibility for providing the instructional program rest with regular elementary teachers whose knowledge and training match the educational needs of the students in question? The answer is a negative one. Doubtless, experienced teachers will agree that developmental instruction for primary children differs in many significant aspects from remedial instruction for secondary students despite the similarity of goals. The average elementary teacher is unlikely to be prepared to deal with an older student population as there are important differences in techniques and approach between elementary and secondary programs of which the elementary teacher may be unaware (Brown, 1975). More importantly, regular elementary teachers are, as a group, not trained to deal with deviant populations. It would be a mistake to assume that elementary teachers are able to meet the needs of older exceptional students merely because the students function academically at the level of the elementary child.

Developmental instruction for primary children differs from remedial instruction for secondary students.

Special educators, on the other hand, do have the specialized training to deal with the deviant student, for example the in-depth background in special education methodology, diagnostic prescriptive techniques, behavior management, and task analysis. Skills such as these are needed at the secondary level. Unfortunately, the number of special education teachers who are currently experienced in working with secondary aged students is still comparatively limited. At this point, there are too few of these professionals to meet the demand, which will probably increase dramatically. Hopefully, mounting concern and awareness of the handicapped adolescent and young adult will be matched by increased training emphasis on special education at the secondary level in both preservice and inservice teacher preparation.

Finally, the designation of separate instructional roles for special and regular education teachers within our secondary schools is not intended to create an impasse to the cooperation between regular and special education. Rather, the intent is to emphasize the knowledge, experience, and skills which special educators have to apply to the learning and behavioral problems of handicapped youth in our secondary schools. Furthermore, by affirming the need for special education in our junior and senior high schools, the intent is not to dictate a mode of service but rather to insure that special education resources will be available when and where they are needed.

The intent is to emphasize knowledge, experience, and skills.

THE BASIC EDUCATION PROGRAM

☐ Secondary handicapped students with severe academic deficiencies require special education services. These students perform significantly below grade level and below seventh grade competency in basic academic subjects and require a basic skills training program emphasizing remediation in language, reading, and mathematics as indicated by the specific needs of the

individual. The overriding goal of the program should be to assist the student in upgrading his skills to a full sixth grade proficiency or, failing this, to help the student acquire minimal survival skills (Goodman & Mann, 1976).

Assist the student in upgrading his skills to a full sixth grade proficiency.

The sixth grade standard is admittedly an arbitrary one but is suggested as the minimal level of competency needed for independent adult living. Robinson (1963), as a result of work in adult basic education, has equated levels of literacy with school grade levels. He stated that the individual who possesses a sixth grade competency in reading has reached the level of partial literacy and will just be able to cope with the literary demands of daily life. For those who do not achieve partial literacy, regression to a level of complete illiteracy is not uncommon. The semiliterate individual tends to avoid reading activity altogether thus losing the limited skills he possessed. But, if a sixth grade reading proficiency can be attained, the individual has, at the very least, a base of practical, usable skills upon which he can build in later years. Beyond the sixth grade level, reintegration into regular education also becomes possible. Indeed, beyond the sixth grade level, as has been suggested, regular education should assume the primary responsibility for academically deficient students. Is it unrealistic to expect that a comprehensive regular secondary program will have sufficient breadth and variety to accommodate all students who function at seventh grade proficiency and beyond?

At the very least, the individual has a base upon which he can build in later years.

The shift in responsibility from the special to the regular teacher would thus parallel the shift in curricular content from basic skills to content subjects. This separation of services between the elementary and secondary programing for the older exceptional pupil serves both the special and regular educator by circumscribing to each an instructional domain which is realistic in scope and consistent with professional background and training.

This instructional scheme has some additional benefits for the students and their teachers in both regular and special education. Once a student makes the transition from elementary (for academic reasons) to secondary school work, the term *academically handicapped* or *exceptional* would not apply. Thus, regardless of the student's age or grade placement, the designation *academically handicapped* would be reserved for students who are clearly too deficient in basic skills to succeed within the secondary school program provided the program incorporates a base line of seventh grade functioning. At the secondary level, this approach would tend to discourage excessive use of negative labels to describe academic problems.

The proposed distinction between special education and regular programs clearly delineates the instructional responsibilities of special and regular education teachers and, in so doing, reaffirms the need for special services within the secondary school. The amount, kind, and intensity of instruction required by the handicapped youth cannot in every case be provided by regular classroom teachers. Notwithstanding the trend toward mainstreaming, one needs to guard against hastily conceived programs which can overburden regular teachers and, at the same time, dilute and fragment services for the handicapped. While mainstreaming will be beneficial for many, it cannot be assumed that this approach is good for all handicapped individuals. Keogh and Levitt (1976) suggested that "successful mainstreaming occurs when there is congruence in educational competence" (p. 9). For the student who is so far removed from the norm that successful integration is not likely, alternative approaches are indicated. There needs to be assurance that special education programs are among the alternatives available within the structure of the secondary school for those students whose instructional needs require intensive remediation.

Instruction in every case cannot be provided by regular classroom teachers.

Finally, the proposed duality of special and regular programs reaffirms that content subjects are best taught by teachers with training in specific disci-

Content subjects are best taught by teachers with training in specific disciplines.

plines. The last statement should not, however, be misinterpreted as advocacy for a constricted view of the teaching role and responsibilities of subject area teachers. Quite the contrary! Secondary teachers need to become more aware of the overlap and communalities of different subjects and, in particular, of the basic skills which apply to all subject areas. Herber's (1970) text on the inclusion of reading in content areas spoke to this issue. Early (1973) is another who urged secondary teachers to acknowledge the importance of reading in our secondary schools. There is much that needs to be and can be done to broaden, enrich, and revitalize the regular secondary curriculum and methodology for all students, those identified as handicapped and nonhandicapped, alike. However, it may be asking too much for teachers of a specific discipline to be able to provide remedial training in basic skills in addition to their regular duties.

Secondary teachers need to become more aware of the basic skills which apply to all subject areas.

CURRICULAR MATERIALS FOR BASIC SKILLS

☐ Curriculum is the essential component of a basic skills program. The curricula for the basic education program are chosen to parallel the major areas of the instructional program, such as reading, mathematics, language arts, career education, and consumer education. Care is taken to select materials which are especially suited for the older handicapped student with serious academic deficiencies.

Core curricular materials are the mainstay of the secondary special education program.

Under the general heading of remedial curricula, two types of materials are utilized: core curricular programs and supplementary materials. Core curricular materials are the mainstay of the secondary special education program; they are the focal point for most of the daily instructional activity for low functioning students. Supplementary materials are used intermittently, as needed, to provide added opportunities for the student to apply the skills he has learned and enhance interest and motivation. However, the emphasis on core materials may decrease with a corresponding increase in the use of supplementary materials as students' achievement levels rise toward seventh grade proficiency.

CURRICULUM MANAGEMENT

☐ Within the basic education program, the management of curriculum is no less important than the selection of appropriate curriculum materials. Even a very fine curricular program can have little or no effect if it is poorly implemented and monitored.

Developmental and remedial programs are provided as special education, tutorial programs as a service of regular education.

With regard to the topic of curricular management, it is helpful to distinguish between developmental, remedial, and tutorial programing. Developmental and remedial programs are provided within special education; tutorial programing is a service of regular education. The developmental program is for those handicapped students with severe academic deficits—deficits so severe that a highly structured, sequential presentation of material is required. For example, a student who ranges from nonreading to the third grade level will very likely need a developmental program as his skills are minimal and his overall achievement is low.

The remedial program is for the handicapped student whose skill deficits are less pronounced than his more severely handicapped peer.

The remedial program is for the handicapped student whose skill deficits are less pronounced in comparison to his more severely handicapped peer. Students in a remedial program typically perform at or beyond the fourth grade level; their achievement not being nearly as depressed as the student needing a developmental instructional program. The remedial student can be expected to demonstrate the familiar up and down pattern in his achievement profile. For example, it is not uncommon to find secondary students who have no time telling skills—an area of achievement introduced in first grade and mastered by most second and third graders. Another example would be the student who has particularly low scores on one or two of the subtests of the Keymath Diagnostic Arithmetic Tests, such as fractions and division, but

generally good scores on the other conceptual and applied subtests suggesting generally good math aptitude.

Classification of a special student as a developmental or remedial learner is admittedly a simplistic device, but one which has been found to be useful for teachers in that it points toward the kind of curricular materials to be used—a first step toward curriculum management. The student with minimal skills, the one labeled developmental, will require core curricular programs in the major subject areas in which the academic deficiency exists. For such a student, use of a total curricular package rather than an assortment of curricular fragments drawn from many sources is indicated. That is not to say that supplemental materials or teacher made materials are never used; on the contrary, many of these materials are quite excellent. However, a core program will give the instructional program structure and direction and will make the teacher's job of curricular management much easier.

Classification as a developmental or a remedial learner points toward the kind of curricular materials to be used.

Earlier eclectic approaches to curricular materials usage may very well have come about because of the lack of appropriate materials, thus forcing teachers to make do with whatever they could find or create on their own. The recent appearance of curricular programs specially designed for use with the older low functioning student gives the teacher a choice. For the severely educationally handicapped, past experience has reaffirmed the value of core curricular materials as the central component of the instructional program. For the remedial student, a core curriculum approach is deemphasized in favor of a careful selection of supplementary materials which meet specific skill deficits. For these students, a combination of core curriculum and ancillary materials may be more beneficial and interesting.

Core curriculum approach is deemphasized for the remedial student.

A tutorial program is another common programmatic alternative at the secondary level, but one which does not take the place of special services. In contrast to the developmental or remedial program whose content varies significantly from regular course offerings, a tutorial program is one in which the teacher provides the student with assistance to meet the academic requirements of regular class programs. Thus, while the content and format of developmental or remedial programs are dictated by student needs, the content of tutorial programs is determined primarily by the course requirements and, secondarily, by student characteristics. The curricular materials used will vary little, if at all, from those that are used in the regular classroom and the teacher's time will be devoted to helping students complete their regular class assignments.

Curricular materials will vary little from those used in the regular classroom.

It is recognized that there are instances when tutorial assistance may be an important and legitimate activity for the special teacher, however it is emphasized that this should not be the primary activity of the special class. There is the danger that a special class will become little more than a tutorial service for the regular school program. In so doing, the focus of the program, as well as its resources, may be diverted from students with more severe handicaps; as the teacher's time and attention can easily be consumed by the role of tutor for the regular class programs. It is suggested, therefore, that the tutorial program lie outside the boundaries of the basic education program.

Tutorial assistance should not be the primary activity of the special class.

☐ Whatever curricular materials or combination of materials are selected, it is important that the teacher monitor pupil progress within the instructional program. The management of curriculum is important for many reasons:

MANAGEMENT SYSTEMS
It is important that the teacher monitor pupil progress.

1. Teachers need to be able to place students appropriately into the instructional sequence. This is particularly important for the older student who has some acquired skills and very little instructional time to waste.

2. Teachers need to evaluate student progress in an ongoing manner for instructional purposes, for example, speed up, add drill, slow down, or review.
3. Teachers are being asked increasingly to document instructional programs for the handicapped, for example the individualized education program required by Public Law 94–142. At the very least, the teacher should be able to specify the level of instruction, the instructional objectives, and the evaluative criteria used to judge the student's performance and progress.

A management system will generally include a combination of instructional objectives, a series of evaluative measures used to evaluate mastery of the instructional objectives, and one or more indices which reference the management system to various curricular materials and programs.

While teachers may opt to construct their own management system, they should be aware that some curricular programs include a management/evaluation component, such as the Palo Alto Reading Program and the Phoenix Reading Program, which are tied to the curricular content of that specific program. In addition, there are many commercial curricular management systems available which are designed for use with more than one curricular program. A few of these current instructional management systems are actually based upon an inventory of the materials which are available within a school building or district. The teacher will find that this feature greatly enhances the utility of the system. Some of the commercial management systems follow:

There are many commercial management systems available.

Fountain Valley Teacher Support System in Reading
Fountain Valley Teacher Support System in Mathematics
Instructional Pupil Monitoring (Houghton Mifflin)
Prescriptive Inventory (CTB/McGraw Hill)
Wisconsin Design for Reading Skill Development (NCS Educational Systems)
The Math Design (NCS Educational Systems)
The Croft System: Teacher Training and Support Materials (Croft, Inc.)
Project Mainstream (Educational Development Corporation)
EPI Retrieval System (Educational Patterns, Inc.)

Regardless of the specific approach of the product employed, the teacher is advised to always incorporate a mangement component in the instructional program for all handicapped students.

PROCESS TRAINING

Most professionals regard process based training as inappropriate for secondary school pupils.

☐ The preceding discussion of curriculum has emphasized that academic instruction is the focal point of the basic skills program. The secondary teacher should avoid process training at the secondary level. Though the dialogue between the proprocess and the antiprocess factions continues (Minskoff, 1975; Newcomer, Larsen, & Hammill, 1975; Newcomer & Hammill, 1975), most professionals in both camps would regard process training as inappropriate for secondary school pupils. By adolescence, youngsters are developmentally beyond the point where the training of perceptual functions or other processes can make more than a peripheral contribution to their performance.

Students by age 12 or beyond are functioning in higher cognitive realms, even if defectively, so that process training no longer applies. For the secondary student, it is believed that the best approach to improving processes is through formal academic and vocational training which, if successful, should have a generally positive effect on cognitive functioning. This position,

however, is not shared by all professionals (Cruickshank, 1975; Getman, 1970).

ESTABLISHING PRIORITIES

☐ The question of priorities inevitably must be faced by educators in planning programs for handicapped secondary school students. The issue centers on the relative importance of academic and vocational training. Should formal training in academic areas give way to vocational preparation and related activities as the primary focus of daily activity?

Emphasis on academic instruction does not preclude career and vocational training.

Academics are clearly the focus of the basic education program that has been proposed for the secondary academically handicapped student. This emphasis on academic instruction, however, does not preclude career and vocational training; the academic program can and should incorporate the content materials relevant to all aspects of adult living, such as career education, consumer education, and vocational orientation. The teacher who points out the day to day applications of academic subjects and uses real life situations for practice of academic skills will have much less difficulty motivating students than the teacher who divorces learning from living.

What must be avoided are blanket decisions which are applied to all students.

What must be avoided are blanket decisions which are summarily applied to all students as well as the either-or situation, in which one is compelled to choose between educational goals; instead, one should strive for the proper balance between academic and vocational education.

The junior high school student is at the midpoint, not the end, of his academic career. They have many more years of schooling before them; time does not press as heavily upon them as it does upon senior high school students. For many students, the secondary level special education program will be their first exposure to special services. Both junior and senior high school students can make impressive gains as a result of intensive remedial instruction (Price, Goodman, & Mann, 1977), thus academic programing should not be prematurely dismissed for all handicapped and academically deficient secondary school youth. Given the appropriate remedial program, many are capable of making significant academic progress.

For many older students, secondary level special education may be the first exposure to special services.

However, at some point during the course of the secondary school years, a shift in program toward vocational training may be indicated. At that time, several factors need to be considered. The individual student's academic record, interests, and future life goals must be taken into account. The parents' priorities cannot be ignored; the teacher will discover that many parents are reluctant to relinquish academic goals for their children. Hopefully, the teacher will involve the student and his parents in a joint decision making process so that a major change in the program, if warranted, will be acceptable to all. By including, not excluding, the secondary handicapped student and his parents in program planning, the teacher has done much to ensure the success of the program.

Parents' priorities cannot be ignored.

CURRICULUM SELECTION AND USE

☐ The teacher whose responsibility it is to provide a special education program for handicapped secondary school students will find that the curricular materials in use in the regular school program are often inappropriate for the educational goals of the special program. Secondary curricular materials place a premium on reading and language ability and are too difficult for students with serious academic deficiencies. Alternative materials are needed. Specifically, the teacher will very likely seek out the following types of instructional materials:

Secondary curricular materials are often too difficult for students with serious academic deficiencies.

1. High interest, low readability materials in language arts, reading, mathematics, career education, and consumer education.
2. Multimedia materials which give students with even minimal reading skills access to curricular content.

3. Core curricular programs in the basic skill subjects which are especially designed for the older student.
4. Content subject materials written at lower reading levels.

There is a substantial array of materials for secondary special education programs.

Contrary to what many teachers may believe, a surprisingly large number and variety of materials for use with older academically deficient students are on the market. This is not to say that there is an overabundance of materials or that all of our curricular materials needs are being met but rather that there is a substantial array of materials for secondary level special education programs. The problem is not a lack of materials so much as the teacher's lack of familiarity with materials which are already available.

It is not the intent, however, to chide. Keeping up with all of the new developments in materials and media is truly a monumental task; one for which teachers are not prepared. The EPIE Institute (1976) recently conducted a nationwide survey. Over 12,000 teachers responded, representing all grade levels and the content area subjects of mathematics, reading, science, and social studies. Even though the survey population did not include special education teachers, the results are noteworthy. Approximately one half of the regular classroom teachers surveyed have no voice in the selection of materials and no training in the use of materials in their classrooms. Regarding materials selection, the survey revealed that "the average teacher has never been trained to evaluate or select materials for classroom use" (EPIE Institute, 1976, p. 1). Are special education teachers better prepared to evaluate and select curricular materials than their regular education colleagues?

"The average teacher has never been trained to evaluate or select materials for classroom use."

Curricular materials selection is probably one of the teacher's most important activities; very likely, many special education teachers, in contrast to regular class teachers, have greater latitude, if not total responsibility, for the review and selection of materials. This job places a great burden upon the individual to seek out the best curricular materials available. Clearly, there is an urgent need to prepare special education teachers to be curriculum specialists, in such areas as selection, use, management, modification, and evaluation. Such preparation should be a priority in both preservice and inservice training programs.

There is an urgent need to prepare special education teachers to be curriculum specialists.

MATERIALS RESOURCES

☐ Teachers who are actively seeking materials for a secondary remedial academic program should be aware that there are numerous resources at their disposal. Textbooks and catalogues to instructional materials, professional journals, and materials/information centers are sources of information on curricular materials that special education teachers ought to know and use.

CORE CURRICULA FOR READING AND MATH

☐ Students who are functioning at low levels of skill development require the basic content of an elementary school curriculum. The challenge is in finding remedial, low level materials which will not be offensive to the older student.

Further, core curricular programs which embody a total curriculum from the basic to more difficult skills, in a structured sequence of lessons will be most useful—in essence, a developmental program in a remedial package. At present, there are a number of commercial programs on the market which are advertised as core curricular programs for the older, slow, or nonreading student. The teacher will want to be aware of some of these core curricula in the areas of mathematics and reading. (Inclusion of these materials does not imply endorsement of them.)

The challenge is finding low level materials which are not offensive to the older student.

Core Curricular Program
Reading

Title	Publisher
Point 31	Readers Digest
The New Streamlined English Series	New Readers Press
Developmental Reading	Paul S. Avidon and Associates, Inc.
+4 Reading Booster	Webster/McGraw-Hill
Scholastic Action	Scholastic
Double Action	Scholastic
Breakthrough	Allyn & Bacon, Inc.
The Phoenix Reading Series	Prentice-Hall, Inc.

Mathematics

Title	Publisher
The Learning Skills Series	Webster/McGraw-Hill
Mathematics for Individual Achievement	Houghton Mifflin
Heath Mathematics	D. C. Heath
SRA Mathematics Learning System	Science Research Associates
Success with Mathematics	Addison-Wesley
Refresher Mathematics	Allyn & Bacon, Inc.

MATERIALS FOR CAREER AND CONSUMER EDUCATION

☐ Curricular areas of particular importance for the secondary academically deficient student will be career education and consumer education. These two areas need to be incorporated into the academic program, particularly if the student will not be continuing with academic training but proceeding to vocational and technical preparation or entering the job market. While these areas should not eclipse the basic academic program, they have become increasingly important as the student progresses through the secondary school program. In addition, career education and consumer education offer wide opportunities for the application of traditional academic skills to real life and practical situations. Properly done, career education and consumer education will enhance the students' academic skill development and increase their interest and motivation.

Career and consumer education enhance the students' academic skill development.

The teacher will find that there is a considerable range of career and consumer education materials, media, and curricula from which to choose for the older exceptional student. Many of these materials come in kit form and are specifically designed for the slower or underachieving student. In addition, many career education and consumer education materials make use of a multimedia approach which make them especially attractive for the handicapped. The following commercial products are worth investigating.

Many materials make use of a multimedia approach.

Career Education Materials

Title	Publisher
Opportunity	Scholastic
Introduction to Career Programs	McKnight Publishing Company
Discovery	Scholastic Book Services
Life Style 70's	Mafex Associates
Career Exploration	Visual Materials, Inc.
How to Get that Job	Bowman
Occupational Awareness Mini-brief Program	Occupational Awareness
Working People's World	A/V Educational Company, Inc.
Careers in Focus	McGraw-Hill
How to Get a Job and Hold a Job	Mafex Associates
The Singer Job Survival Skills Program	Singer/SVE Educational Systems
EXPO-10 Exploring Career Interests	Science Research Associates
Job Experiences Kit	Science Research Associates
WORK-Widening Occupational Roles Kit	Science Research Associates
Getting Along on the Job	Avid Corporation
HIRE Program	Responsive Environments Corporation
Creating Your Future	Educational Achievement Corporation
The Job Box	Xerox Corporation

Consumer Education Materials

Title	Publisher
Modern Consumer Education	Grolier Educational Corporation
Caveat: Consumer Education in Action	J. B. Lippincott Company
Consumer Education	Changing Times Education Service
Consumer Education Series	Listening Library
You and Your Money	Listening Library
Consumer Education Series	Doubleday
How to Handle Money	Relevant Productions, Inc.
The Consumer and the Market Place	Mafex Media Aids, Inc.
Your Family and Your Job	Noble and Noble
Accent/Family Finances	Follett Publishing Company
Economics for Everyone	Benefic Press
Consumer's World	Innovative Sciences, Inc.
To be Informed Series	New Readers Press
Consumer Skills	3M Company

TEXTBOOKS, CATALOGUES, JOURNALS

☐ If the teacher does not have specific titles in mind, a good place to start to search for curricular materials is texts which catalogue or index special materials for academically deficient secondary students. The following are some texts that the teacher might wish to consult:

- *Gateway to Readable Books* (Withrow, Carey & Hirzel, 1975). This is a guide to reading materials for adolescent retarded and reluctant readers. The text includes more than 1,000 titles with brief annotations which provide a summary statement about each entry. Reading materials are classified under topics of interest to adolescents; reading levels for the materials are indicated.
- *High Interest-Easy Reading: For Junior and Senior High School Students* (White, 1972). In this text, trade books published from 1931 to 1970 are included and categorized under 18 subject headings. The selections are designated as appropriate for junior and senior high school students. The text is written so that students as well as teachers can make reading selections of their own.
- *NCTE Guide to Teaching Materials for English—Grades 7–12* (National Council of Teachers of English, 1975). This resource guide is sponsored by the National Council of Teachers of English and provides a comprehensive description of instructional materials for use with junior and senior high school students. The index of remedial materials may be particularly useful for special education teachers.

- *Reader Development Bibliography* (Free Library of Philadelphia, 1974). This catalogues the Free Library of Philadelphia's holdings of materials written below the eighth grade reading level for undereducated adults and young adults. While the materials entered in the bibliography are on loan only to individuals who live or work in Philadelphia, a commercial copy of the bibliography may be purchased from New Readers Press (Box 131, Syracuse NY 13210). Libraries in other cities may have comparable resources; the teacher should certainly view local library facilities as a primary resource.
- *Curricular Materials for Secondary Learning Disabilities Programs* (Goodman, Stitt, Ness & Eells, no date). This is a catalogue of curricular materials produced by the Learning Disabilities Program staff of the Montgomery County Intermediate Unit. The materials are organized into nine subject areas: career education, reading, language arts, spelling, math, social studies, consumer education, science, and health. Interest level, instructional level, the content, and a brief descriptive statement are provided for each entry. (The teacher of handicapped students other than learning disabled should not be put off by the specific reference to learning disabilities in these, or other, source books. The materials are earmarked for the older student with lowered academic skills regardless of the specific handicapping condition.)
- *Multi-Media Materials Catalogue* (Garvey, Murphy & Probasco, no date). This is a product of the Oklahoma Child Service Demonstration Center in Cushing, Oklahoma. The catalogue is a compilation of curricular materials suitable for secondary learning disabled students. Materials for reading, language arts, math, social studies, science, and vocational education are presented. Periodicals, games, equipment, and some professional texts are included. Information on readability, interest level, and use of the materials is provided.
- *Good Reading for Poor Readers* (Spache, 1974). This is an extensive compilation and discussion of various types of reading materials for the poor reader, such as trade books, magazines, texts, games, series books, and book clubs. The initial chapters of the book deal with the process of selecting the right book for a particular student and will be very instructive for the classroom teacher.
- *Teaching Reading to the Mildly Retarded Child* (Gillespie & Johnson, 1974). This is a traditional textbook which provides a very useful index of high interest, low vocabulary materials.

Many of the special education periodicals regularly feature articles or continuing series devoted to curricular issues and materials review. And because of the frequency of publication, the information provided in a journal may be far more current than a text or catalogue which entails a greater time lag between writing and publication.

A particularly useful series of articles under the title of "Programs, Materials, and Techniques" is featured in the *Journal of Learning Disabilities*. These articles generally go beyond a mere description of materials to a discussion and assessment of the materials' utility in the classroom. For this reason, the articles should be particularly helpful to teachers.

In recent years, information and materials centers have become a part of the special education scene. The teacher who has access to an information and materials center should, if at all possible, make use of this invaluable resource. However, a day spent at a resource center can easily be wasted unless the facility is used constructively. Browsing is likely to produce the least favorable result, and the teacher who spends her time in this way may

very well go away feeling either overwhelmed or disappointed.

One should learn how to use a resource center just as one must learn how to make the best use of a library. If one were looking for a specific book in the library, one would hardly start on the first shelf and work through; there is certainly a better way. Similarly, there is a better way to look for materials than going through publisher catalogues or skimming over materials displayed on a shelf. Because of the sheer number and variety of commercial materials, only a sampling of materials are likely to be on hand, and the teacher who does not look beyond the items on the shelf will miss many worthwhile materials.

Curricular materials are indexed as are books and periodicals. In all probability, indexes to curricular materials will be available at a materials center. To make the best use of time, the teacher, who has no specific material in mind, will utilize an index (a veritable yellow pages of materials and media) to identify specific titles and then publishers' catalogues for further information on specific items. Finally, if certain materials are on display, they can be examined firsthand. The knowing teacher will want to be familiar with the following indexes to curricular materials.

- *Instructional Materials and Resource Materials Available to Teachers of Exceptional Children and Youth* (Addendum) (1972)—compiled by the Department of Special Education, University of Texas at Austin.
- *Special Materials Improve Learning Experiences* (Vol. 1 & 2) (1975)—compiled by the Central Pennsylvania Special Education Resource Center, Harrisburg.
- *Catalogue of NIE Education Products* (1975)—compiled by the National Institute of Education, Washington DC 20208. This two volume reference contains descriptive information on educational products developed through projects under the auspices of NIE.
- *EPIE Career Education SET (Selection and Evaluation Tools)* (1975)—compiled by and available from the EPIE Institute, 463 West Street, New York NY 19914. This two volume set catalogues 700 career education materials.

EVALUATING INSTRUCTIONAL MATERIALS

Evaluation is an even greater problem than selection.

For the most part, the teacher alone must assess the merits of curricular materials.

□ The two sides of the curriculum coin concern selection and evaluation. Of the two procedures, the teacher will find that the evaluation of materials is an even greater problem than selection. While there are resource centers, texts, and catalogues to help the teacher locate materials which are suitable for classroom use, evaluative information is almost totally lacking. Aside from the field testing and validation data which may or may not be provided by the publisher, the teacher is, for the most part, left to assess the merits of curricular materials for use with older students.

Without some guidelines, choosing specific materials from among many options may be quite difficult and confusing, and some inappropriate choices are likely. In *TEACHING Exceptional Children*, Boland (1976) offered practical guidelines for selecting classroom materials. She stated 15 specific criteria which should greatly increase the likelihood that the teacher would ultimately select materials which were best suited to the students, teacher, and the classroom environment.

A second article on media selection specifically for the secondary school learning disabled population appeared in *Audiovisual Instruction* (Gnospelius, 1975). In describing the materials selection process employed by Project OPEN (Brockton, Massachusetts), the author outlined the selection criteria utilized by the project's staff in their selection of media for learning disabled adolescents. Both the essential and desirable features of print, non-

print, and multisensory media were specified. These criteria provide a standard against which the potential utility of different curricular products can be gauged.

Finally, Wiederholt and McNutt (1977) described a two phased strategy for evaluating material for use with handicapped adolescents. These authors suggested that evaluation of curricular materials must involve both static and dynamic evaluative techniques; while the former would assist the teacher in the initial choice of suitable commercial products, the latter would help the teacher to determine if the chosen materials were effective for individual students or if there was a need for modification.

The articles of Boland (1976), Gnospelius (1975), and Wiederholt and McNutt (1977) emphasized that materials selection should not be a haphazard process. Rather, a careful and thoughtful approach to curriculum selection is important if the teacher hopes to match materials to the students' needs. While the selection of appropriate curricular materials cannot insure success, it can enhance the instructional program greatly.

A careful approach to curriculum selection is important if the teacher hopes to match materials to the students' needs.

SUMMARY

☐ An academic training program for handicapped secondary school students has been presented. The training program consists of a basic education program intended to assist handicapped students in overcoming deficiencies in basic skills, such as language arts and mathematics, in order that their reintegration into regular academic classes becomes possible.

Not all handicapped secondary students will participate in this academic special education program. Rather, such a program should be restricted to pupils with severe academic deficits, such as those students who despite their age, many years of past schooling, and adequate potential have not yet mastered the basic skills of the elementary school. These students with severe skill deficiencies require intensive training and remediation in the fundamental skills of reading, language, and mathematics through a basic skills program adapted for secondary aged students.

The academic special education program should be restricted to those students who have not yet mastered the basic skills of elementary school.

The curriculum of the basic education program overlaps with the basic skills content of the elementary grades one through six. However, the inclusion of career education and consumer education makes it uniquely a secondary offering. It is important that curricular materials be carefully selected to suit the needs, interest, and skills of the older handicapped student. Various curricular resources were presented, hopefully, to dispell the notion held by many teachers that little or no curricular materials are available for the older academically deficient student. The monitoring of materials is critical to the success of the program, and the teacher is urged to incorporate a management system into the total curricular plan.

Curricular materials must be carefully selected to suit the needs, interests, and skills of the older handicapped student.

In conjunction with the basic education program, separate instructional roles for the special and regular education teacher are proposed. The special educator would bear responsibility for the basic education program of the secondary handicapped student, regular educators would carry the responsibility for all students from the seventh grade and beyond. Thus, beyond the sixth grade, all students would become part of the regular school population. Distinctions between handicapped and nonhandicapped for academic purposes could be eliminated as they would serve no useful purpose.

Beyond the sixth grade functional level, all students would become part of the regular school population.

The separation of services reserves to both the special and regular education teacher a specific instructional domain of realistic proportions in harmony with their teaching experience and abilities. Equally important, is a resounding affirmation of the need for special services at the secondary school level that challenges the outmoded and restricted elementary bias of special education which, for too long, has overlooked its responsibilities for the older handicapped student.

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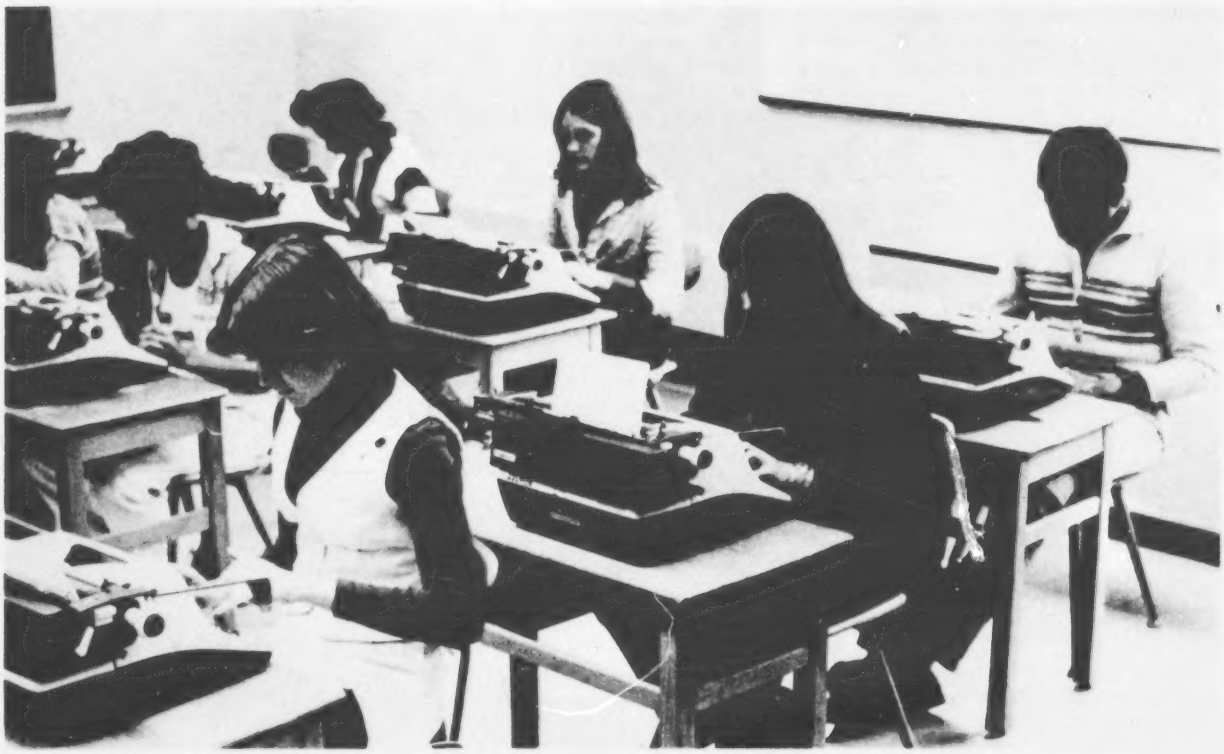
vocational education

john e. dewey

Every individual in our economic system is handicapped unless he has the work skills that will allow him to be a productive worker and consequently enable him to be self sufficient. Vocational educators and special educators need to work together in the planning and operation of vocational programs for handicapped students. Both can learn a lot.



VOCATIONAL PROGRAMS FOR THE HANDICAPPED

☐ Opportunities for the handicapped in vocational programs have been on the increase since the Vocational Education Act of 1963. Recent legislation halting discrimination against the handicapped in both employment and education has also served to increase these efforts. Both of these events emphasized the need to better prepare handicapped youth for employment. However, I have been dismayed at the snail's pace of this progress. Throughout California there are vocational administrators who have never discussed cooperative efforts in developing vocational courses or services with the district administrator of special education. Each year substantial vocational education set aside funds are returned to the State Department of Education because a district has not developed programs or services to qualify for the federal funds. Vocational educators need to work more closely with special education in the planning and operation of vocational programs for handicapped students. Both can learn a lot.

Each year set aside funds are returned because a district has not developed programs.

I would like to make six points that can assist those concerned with vocational programs for the handicapped:

One of the primary goals of secondary school programs for the handicapped must be to prepare and place students in productive situations that will lead to maximum self sufficiency. All aspects and concerns expressed in this book support and highlight the importance of this goal. It is essential that all planning and conducting of programs for the handicapped be directed to this ultimate outcome.

Special education teachers can and should provide vocational instruction or career education instruction in their classrooms. One of my most exciting experiences was to visit an educable mentally retarded classroom which was divided into various job training areas. In one corner was a small store with a cash register and display products on shelves. In another corner was an array of appliances, some of them taken apart, the parts laid out in various spots. Another corner had a power sewing machine loaned by industry to the classroom for the students to learn on. The activity in that classroom was a combination of academic and vocational instruction, and the students were learning both job skills and academic concepts in reading and mathematics.

Vocational courses should be organized in such a way that students with minimum ability can try out their talents and make their own decisions as to their capability in an area of interest. Courses can be organized on an open entry, open exit basis in vocational education. Teachers may organize and arrange their activities so that students at the time in which they are particularly interested or a talent has been identified may immediately enter into that program rather than waiting one semester, one year, or longer after they reach the decision point to try. They can then find out whether what they thought they wanted to do is the direction they desire to go. Courses can be individually paced through careful planning of learning activities.

Students will benefit by learning job skills, even though they may not seek the employment in the subject taught. Too often educators and legislators consider the only purpose of vocational education to be to prepare people for a specific type of job. Consequently, the success of vocational education is measured by the number of students who obtain employment related to the job title subject of the course the student has taken. The student who does not gain employment, in the eyes of many, has simply wasted his time preparing for the job. We tend to ignore the fact that the student has developed a work discipline, a better understanding of the relation between learning and

work and is motivated to actively strive to learn in the other "academic" areas that are necessary for job readiness. The other outcomes of job skill training really exceed the expected outcome of merely obtaining a job as a result of training.

The vast majority of vocational courses are best taught when hands-on experiences are maximized and actual observed job skill performance is the criterion for determining success. Vocational instruction must extend beyond the confines of the school and make maximum use of all the resources in the community. The closer the student gets to learning through actual work, the better the chances are for the student to learn the job skill quickly, correctly, and efficiently. Keith Dial's description of cooperative efforts of various agencies in Odessa, Texas (Chapter 5) is an example of the maximum use of resources for preparing handicapped students for self sufficiency.

The greatest resources available to educators are those of business and industry. Business and industrial leaders want to help and work with educators. They get a push once in a while by legislation that requires nondiscrimination, but more and more they are anxious to get involved with the affairs of education in a positive way irregardless of government mandates. Vocational education is of particular interest and concern to business and industrial resources. The increasing need for skilled employees can best be resolved through cooperation and mutual support. It is disturbing to see vocational education teachers giving true/false tests, essay tests, and multiple choice tests to determine if the student has the job skills to be a welder. The best way to find out if the student can weld is to give him a torch and metal and have him go to work.

Quality vocational instruction that emphasizes success with individual talents serves as a high motivation for students to succeed in the necessary, more academic areas. Too often in education we are busy attempting to identify what a student cannot do and giving him more of it than we are identifying what he can do and letting him loose to do it. As the student becomes proficient and capable in areas where he has talent, he begins to recognize the need for learning some of the other things and it serves as a powerful motivator to him. We have experienced this in many different types of vocational programs. Here is an example.

Many schools have programs in which secondary students are involved with elementary students as aides. In most of these programs, the *B*+ or *A* students are placed in the elementary school. The North Orange County Regional Occupational Program (ROP) has developed a program called Instructional Assistant Occupations, in which students go into the elementary schools and learn by assisting the teacher.

Our program has no requirements as to academic ability. We get the awkward student who has struggled, who is at second or third grade reading level, back into elementary school with a teacher and class. The teacher gives him a second grade book and asks him to read to a group of students. The elementary students look up at him and he is king! His self esteem is built up, and he is learning by reading a second grade reader he would not have read if given as a part of his own instruction. However, reading it with these second graders has increased his desire to work towards learning more reading. Many teachers and parents feel that the students that are involved in this program increase their reading skills.

VOCATIONAL EDUCATION INSTRUCTION

☐ The three essential steps for preparing youth, whether handicapped or not, for meaningful employment are:

1. Identification of student talents.
2. Development of the identified student talents.
3. The placement of students into productive work situations that will lead to self sufficiency.

The process cannot be the sole job of the vocational educator. It requires the teaming of talents by all of those responsible for the education program, including the parent and the vast resources within the community. Identification of student talents involves a combination of interests and capabilities. Interests tests and aptitude tests were thought to be the tools necessary to identify these traits in an individual. If I had followed the results of interests and aptitude tests I took as a veteran, I would not have been a teacher or a school administrator. Instead, I tried certain roles I thought I would like and developed skills and interests I did not originally possess.

TALENT IDENTIFICATION
The process of awareness seems to be the best approach.

☐ There are many ways to identify talents. Currently the whole process of awareness that has been revived through career education seems to be the best approach. A series of activities that lead to enabling the student to conceive his own talents explain this career education concept. Examples of activities that can be done and probably should be done in special education are:

1. Slides, movies, and videotapes of people performing various work activities, with students selecting those activities that interest them and then becoming involved in more activities in or out of the classroom that allow them to try out various aspects of the tasks they identified.
2. Class projects that replicate manufacturing or service type activities (the students may design, build, and sell a product).
3. Field trips to industrial and business sites so that students may observe what workers do (businesses will frequently allow them to participate in various worker activities).
4. Short work-study assignments with employees on campus or even with employees in business and industry.
5. Visits to the classroom by workers who demonstrate their job tasks to the students.

6. Manipulative assessments such as the General Aptitude Test Battery (GATB) program and Singer/Graflex program for assessment of students.

Teachers must compile the students' reactions as evidence of capabilities to perform certain job tasks.

These are all examples of techniques that develop awareness. Teachers must compile in some organized manner the student's reactions as evidence that the student may have capabilities to perform certain job tasks.

The North Orange County ROP devised a program called Basic Occupational Training that emphasizes awareness along with minimum development of work skills for the handicapped or disadvantaged student. The classroom is equipped with a variety of activity areas that replicate manufacturing and service activities. There are power saws, sanders, drill presses, lathes, welding equipment, painting equipment, office equipment, sewing machines, plant propagation materials, animal care equipment, etc. They are all available and students go through planned activities, and their progress is observed and recorded. The range of students is from trainable mentally retarded to educationally handicapped or learning disability groups.

Students go through planned activities and their progress is observed and recorded.

As talents are identified, the students begin to concentrate on developing the identified skills. If at the end of the course a student has learned job skills that are sufficient to qualify him for an entry level position, he may go to work part time or, if he is at the point of leaving school, full time. But this is not the prime objective of the course. The prime objective is to identify the student's talents and then develop this talent to the point where he can enter into further vocational training for higher levels of job skills. The goal is to reach the level where the student can compete with a regular student and thus be successful in the vocational classroom.

Students receive followup support from resource specialists of the Basic Occupational Training Center.

Teachers of this course have had a minimum of 2 years experience in related job skills in business and industry and at least 1 year minimum experience in working with handicapped students. Students that enter vocational classes receive followup support from resource specialists of the Basic Occupational Training center.

The same center includes a work activities center where contract work is performed. The work activity center provides contract work in such a manner that the students progress in their learning in the different skills of the contract work. A community program is being developed through which students may learn skills in business and industry, directly in the business or industry that is involved.

DEVELOPMENT OF TALENT

☐ Development of identified student talents through vocational instruction is most efficient when the learning environment either replicates the work environment or when learning takes place in an actual work environment. In both environments the learning becomes on the job training. The North Orange County ROP has been able to successfully involve handicapped students as well as nonhandicapped students in such situations over the past 4 years.

Learning becomes on the job training.

Vocational instruction is held in community classrooms.

These are vocational courses, called community classrooms, and they are actual vocational instruction held in a business or an industry. These courses are located in retail department stores, hardware stores, automotive dealerships, machine manufacturing companies, amusement parks, hotels, motels, medical hospitals, medical offices, dental units, child care centers, elementary schools, banks, recreational facilities, etc. The students go to the business or industry site in groups of 10, 15, or 20. The courses are taught by credentialed teachers with a minimum of 5 years experience in the trade they are teaching.

Students' "pay" is the job skills they learn.

Students receive classroom instruction, sufficient to allow them to succeed on the job. Then they learn the job skills under the tutelage of employees through coordination by the supervising teacher. Students are not paid. Their "pay" is the job skills they learn and their increased ability to gain employ-

ment. Cooperating employers are more than willing to involve the handicapped.

Both student and employer benefit from the community classroom concept. Students learn job skills that are currently in practice and the way they are actually performed on the job. The learning time span is greatly reduced, and practically none of their learning experience is irrelevant. They are also in daily contact with potential employers or those who have influence on who is to be employed when openings are available.

Employers discover that young people are eager to learn.

Employers, often critics of young people and their conduct, develop a greater respect for young people. They discover that young people are eager to learn and do things correctly, that they will wear appropriate attire and even cut their hair when they see good reason to do so. Employers experience high employee receptivity to the program by most of their employees. Employees become more alert. They want to be sure that the students learn the correct way, and thus employee performance frequently increases. The public (customers) recognize and appreciate employers' contributions to the young people and are consequently supportive of their businesses. A resource of trained workers are available and require only a minimum of costly training time when employed. Cooperating employers can choose from the "cream of the crop," and other employers, not involved in the program, have a resource of trained workers as well.

It should also be pointed out that the taxpayer receives direct benefits. Through cooperation with the employers, millions of dollars worth of equipment and facilities are available to students at no cost, and the equipment and facilities are those currently used by business and industry and are therefore not outdated.

Agreements with cooperating companies include provisions that the student is to be involved in learning and not productive work. The students cannot be used to replace employees of the company. The program provides workman's compensation insurance for each student and also carries liability insurance coverage that protects the employer from liability as a result of a student's negligence. The teacher is always present and available to handle difficult situations that may occur as a result of having young people, including the handicapped, on the premises. Few difficult situations occur and accidents are rare.

I have to chuckle over an incident of a special education teacher calling a student's vocational instructor and explaining that he must keep the 12th grade student in his class so that he could learn his multiplication tables. The teacher went on to comment that the student's spelling and reading was so limited that he doubted if the student could learn to be a waiter anyway.

The vocational teacher, after hanging up the telephone, showed me four sales slips of actual sales that the student had completed. One of the sales slips looked something like this: 4 CB's at 75¢ = $3.00; 3 FF at 45¢ = $1.35; 2 COF C&S at 15¢ = 30¢; 2 iced tea at 20¢ = 40¢; subtotal $5.05; sales tax 30¢; total $5.35. The student is presently a waiter in an established restaurant. Perhaps he could not spell cheeseburger, but the teacher was able to teach him to write an abbreviation and he knows what a cheeseburger looks like. He knows how to prepare it, and he knows how to abbreviate it on the sales order slips.

Courses can serve the handicapped student along with regular students and adults.

Other courses of the North Orange County ROP replicate the actual work environment in projects such as a wholesale nursery/greenhouse where plants are propagated, landscaping projects for schools and public agencies, construction projects, auto body repair, and many others. Courses that replicate the real work environment are common in vocational education, but few serve the handicapped. Each of these courses can and should serve hand-

icapped students, along with regular students and adults.

Special education teachers must learn to work with vocational teachers.

Support services are necessary to assist handicapped students. Special education teachers must learn to work with vocational teachers (unlike the one mentioned earlier). Our teachers have had to be involved in intensive inservice training in order to work with the handicapped.

You can appreciate the traumatic experience that a regular vocational teacher had when a student enrolled, without the teacher knowing in advance, walked into a retail department store with two stub arms. The teacher said, "She can't learn to do anything in retail." The student, as a result of previous motivation from special educators and those who worked with her, said, "Yes, I can." The teacher refused to take the student. We had to back the teacher up against the wall and say, "Yes, you can do it." We knew the teacher could do it. She had experience working with educable mentally retarded students and other disabled students, but this was just too traumatic. After the teacher agreed, it was not long before that student was working in the retail catalogue department of that store. They employed her within 6 weeks after entering the program.

Vocational educators can effectively train handicapped students for employment if provided with adequate inservice training on the needs of the handicapped and ways to deal with the handicapped and with support for assistance from special education resource people or teachers. The trend in education of the handicapped is mainstreaming. The mainstreaming concept is directed toward getting handicapped students back into regular classrooms. Vocationally, we should develop practices that will get handicapped students mainstreamed into the community environment, and we need to use whatever resources we can to do it. It will require a combination of resources: awareness activities, skill development, assistance from special education resources, special equipment to overcome special handicaps such as braille typewriters and other equipment of this nature, maximum hands-on training, cooperation from business and industry, and patient and compassionate teachers.

We should develop practices that will get the handicapped mainstreamed into the community environment.

An outstanding vocational program specifically for the handicapped is conducted in the Kern Unified School District. Students are transported from many of the high schools to a vocational training center. The unique aspect of this program is that the special education teachers on the staff learned the job skills by working on the jobs before they began to teach the students. After skill training, the handicapped students were taken to the work area with employers and performed the necessary job tasks. The employers observed their performance and certified their capability to perform before they were given certification and completed the program. Each student that was certified had a document signed by an employer stating that the student could perform the specific job. This is much more valid and useful than a high school diploma.

Special education teachers learned the job skills by working on the job.

PLACEMENT IN PRODUCTIVE WORK

Training for obtaining employment should be a prime responsibility of the vocational teacher.

□ The next step in vocational instruction is the placement of students. Pounding the pavement is still the best approach to placement, and once the student has reached an employable skill level, he should have learned the skills necessary for obtaining employment. Training students to obtain employment is necessary for successful placement and should be a prime responsibility of the vocational teacher. While receiving training, the student should have learned about completing employment applications and handling interviews, he should have a social security card, he should have a record that certifies the job skills he possesses, he should have the knowledge of where to look for the type of job he is seeking, he ought to know the appropriate attire to wear when seeking a job, and he should have answers to

the questions he will be asked by interviewers. Probably uppermost, he ought to have sufficient confidence to overcome the turn downs that he will receive.

Placement can be facilitated by "sales people" who sell employers on employing handicapped students. This sales program should include employer advisory resources that promote employment of the handicapped, placement specialists or teachers who walk with the student as he looks for a job (if necessary), coordination with the numerous agencies that assist in placing the handicapped, and a promotional program that validates the credibility of training certification.

"Sales people" sell employers on employing handicapped students.

☐ Providing quality vocational instruction that will adequately serve and develop the handicapped to the point of maximum self sufficiency must be a major objective of all educators. This can best be done through a carefully coordinated and articulated program beginning at the elementary level and extending through secondary, postsecondary, technical, college, graduate, and adult continuation levels of the educational delivery system. Each level must provide program systems that will provide a positive means of transition to employment and self sufficiency or to the next educational level. The elements necessary for this to happen are:

THE NECESSARY ELEMENTS

1. A career education program that is integral to all instruction. Emphasis should be on doing and not just receiving.
2. Special education teachers that are knowledgeable about the world of work. They should have a healthy respect for the work ethic and an understanding of employer needs and demands for competent workers (handicapped or nonhandicapped).
3. Resource teachers should be available to all handicapped students to assist them in making successful transitions.
4. Talents should be identified by the use of multiple techniques that develop awareness, encourage exploration, and demonstrate real situations such as those students will face in their movement toward self sufficiency.
5. Vocational teachers assigned to work with handicapped students must receive extensive inservice training as well as positive assistance from resource teachers.
6. Specialized equipment that will assist the handicapped in developing their job skills must be provided.
7. Special vocational programs must be organized so they are available at the time the student is ready (talents identified).
8. Vocational instruction must be current with the practices of business and industry.
9. Vocational instruction must be designed so that all community resources of business and industry are available to students and are used effectively.
10. Maximum hands-on experiences should be incorporated into each vocational program. The closer the student gets to the actual job, the better will be his skills.
11. "Sales people" and public information specialists must continuously keep employers alert to the capabilities and potential of the handicapped as productive resources that deserve the right to self sufficiency through their skills. With the proper skills they are no longer handicapped.

Every individual in our economic system is handicapped unless he has the work skills that will allow him to be a productive worker and consequently enable him to be self sufficient. The capability and resources to assure that the majority of the handicapped succeed in our economic system is available. We just have to put the necessary elements together.

how effective is affective education in our secondary schools?

harry e. rosenberg

Affective education is a powerful tool and should be used with discrimination and caution in special education. Guideposts to heed include: changing the environment rather than forcing the student to adjust to unsatisfactory programs; avoiding fadism; structuring effective procedures to improve relationships between special education and regular pupils; and recognizing the relationship to other program components, such as vocational education and parent involvement. With classroom instruction in behavioral techniques, students become part of the high school social and academic mainstream.

☐ As an educator I would place first priorities on an appropriate and exciting curriculum, vocational education, good communication with parents, and then on specific affective techniques. The need for affective education can be reduced if there is an appropriate academic curriculum, if vocational education is available, and if there is good communication with parents and students.

NOT ALWAYS A FIRST PRIORITY
The need for affective education can be reduced.

Group techniques, values clarification, and group methods are often used to try to fit a child into an inadequate social or school setting. We can make better use of our time and energies if we change the institutional setting rather than try to adapt the child to an unsatisfactory program.

We should change the institutional setting rather than trying to adapt the child to an unsatisfactory program.

A very young teacher working with a program for pregnant minors met with a school psychologist. The teacher commented, "You know, I have a problem with some of the girls. We'll bring them into the program for pregnant minors, they'll have their baby, and we'll teach them infant care. But they have no jobs and no vocational opportunities. What am I going to do?"

The school psychologist said he would like to work with the girls to improve their self concept. The teacher was doubtful of improving the self concept of a young girl who is 17 years old, who has an illegitimate child that she is going to keep, and who has no means of child care or vocational opportunities.

The teacher and program director decided to change the setting. They brought in a child care program, vocational rehabilitation, and the welfare department of the appropriate government agency. They restructured the program so that after the girls had their babies they could stay in the program for as long as one or two additional years to receive vocational training. They also provided child care services in order that the girls could work.

It is often found that the handicapped may be victims of a hostile environment. The tools given to them are often inadequate to meet the situations that confront them in life. Szasz (1970) and Rhodes (1969) have noted that psychological methods are often used to make the deviant accept the deplorable position he occupies in society. Wood's (Chapter 1) concept of reducing institutional stress is most appropriate. Some of the best affective techniques are really meant to reduce institutional stress. People who consider themselves an advocate of a child are often unwittingly stressing the child's problem rather than trying to change the setting itself.

Psychological methods are often used to make the deviant accept the deplorable position he occupies in society.

Wood's comments about developmental sequences and a developmental curriculum apply to affective education. Most teachers would be shocked if they walked into a special education classroom and every pupil had the same math book. But many do not bat an eyelash when every single child is participating in the same group dynamic. An affective program follows the same kind of developmental sequences or spurts or slowdowns or stops as any other education program.

Falling into the trap of fadism with affective education is to be avoided. Group leaders often get more out of groups than the group recipients who are supposed to benefit from them. Leaders find groups reinforcing and a great deal of fun and would prefer to lead groups even if the students do not get any good out of them.

Falling into the trap of fadism is to be avoided.

Experience points out something that is important. In vocational education, it is common knowledge that it makes no sense to assess a person's welding skills with a paper and pencil test; yet, it is common practice to turn right around and try to assess the self concept or some other social function by a paper and pencil test. The best way to determine if a person can weld is to hand him the equipment and see what happens. The best means to determine how a person functions on a social level is to observe him in a social setting. It should never be forgotten that the classroom is a social setting. Observation of children is a better determinant of the need for providing

The best means to determine how a person functions on a social level is to observe him in a social setting.

specific components of affective education than paper and pencil tests. Yalom, Lieberman, and Miles (1973) indicated that for generations counseling and psychology have based their effectiveness on paper and pencil tests, but that quite often one kind of an answer is obtained on a paper and pencil test which is not observed when the child is in his environment.

There may be a change within the group but often not a generalized change that will carry over with the child into the rest of society.

Often there is a change in groups, but often the change does not go beyond the scope of the group. There may be a change within the group but there is often not a generalized change that will carry over with the child into the rest of society. People who participate in groups often feel a tremendous change has taken place, but others in their environment do not always see the change. The change may have taken place but was not perceived, or in fact it may not have taken place at all.

RESEARCH AND GROUP TECHNIQUES

□ Currently there is a major effort to integrate or mainstream special education pupils into regular classes. A majority of the nation's educators are in favor of this proposal. To integrate special education students into regular classes requires special education teachers to deal with affective education.

In the last few years there has been a proliferation of programs dealing with various components of affective education. Research shows that there is a tremendous number of techniques that can be applied to different components of affective education, but there is little research to show the effectiveness of these techniques. The most recent methods become a fad. Many methods are currently being used in special and regular classes that were developed primarily for adults with adaptations made for children. EST training, transactional analysis, values clarification, T-groups, and various other methods have been developed exclusively for adults. Research with adults shows that there has often been little or no evaluation of these methods with adults, much less with children. Yalom, Lieberman, and Miles in their book, *Encounter Groups: First Facts* (1973), show that there has been almost no acceptable research done on group techniques with adults. In reviewing the research, it is very difficult to find empirical studies that have validated various group approaches.

Many methods used in special and regular classes were developed primarily for adults.

It is very difficult to find empirical studies that have validated group approaches.

Historically, counseling, research, and affective education have shown little if any significant correlation between the method itself and pupil progress. Counselors have often inferred a change in self concept as measured by paper and pencil tests. Accompanying behavioral changes have often not been demonstrated. There is no proven relationship between the change in self concept and a change in social behavior. Counselors and guidance staff who most frequently deal with affective education have assumed that if a child's self concept changes, the child will automatically become a better student, have better attendance, and generally become more successful in school. Affective educators have also assumed that programs dealing with self concept may be helpful for some and harmful for none. These programs have been frequently recommended in regular and special education classes as an article of faith, but it is difficult to establish the true value of counseling.

There is no proven relationship between the change in self concept and a change in social behavior.

The absence of group change does not mean that there is no change within the group.

Several research studies have pointed out that the absence of group change does not mean that there is no change within the group. Group techniques can be harmful as well as helpful. Truax and Carkhuff (1965) challenged the view that counseling may not be harmful. They stated that the absence of differences between experimental and control groups in research may be explained not by assuming that the members of the experimental group have not changed but rather by assuming that some have changed in a positive direction and some in a negative direction. They pointed out that in some studies the mean of the experimental group did not differ after treatment from that of the control group; but the changes within the experimental

group were not random. This effect is seldom discussed in the schools, and educators, if they are aware of it, continue to ignore it.

There needs to be further research and validation of the affect of group technique with children. Furthermore, affective education is a generic term that needs to be redefined for the appropriateness of treatment programs matched with the goodness of fit and the client. Affective education as it is presently employed has little data to show its effectiveness and may in fact harm as many students as it helps. Tuber and Powers (1951) pointed out that the following observations regarding counseling theory appear to be justified:

Affective education as it is presently employed may harm as many students as it helps.

1. Evidence of counseling as clearly superior to the unspecified happenstance of life in the treatment of complex problems remains to be demonstrated.
2. Counseling appears to bring about change in self concept as measured by cue sorts and paper and pencil tests, but accompanying behavioral changes frequently have not been shown.
3. Counseling has sometimes proved valuable in promoting satisfactory occupational selections and adjustments, but it remains to be shown that it is valuable in improving academic achievement.
4. Studies have failed to obtain positive results either because their goals were ambiguous or because their treatment was too brief.

BEHAVIORAL EVALUATION

☐ Krumboltz (1965) poked fun at the "Here's the answer, what's the question" fad approach, whereby it is assumed that one approach to counseling or affective education is applicable to every kind of human problem. This is quite often the case with educators who have picked up on the latest fad that comes out in *Psychology Today* or other popular magazines of counseling and psychology. The technique is often applied because it is new, innovative, and interesting rather than because it may determine what the student's actual needs are and then attempt to select the appropriate technique to assist the student to meet his educational needs.

A technique is often applied because it is new, innovative, and interesting.

Affective educators are often their own worst enemies. They communicate in a highly ambiguous language using nondescriptive terms, i.e., *rapport, support, interaction, self concept, relate,* and a host of similar generalities. Many educators are highly indignant at the suggestion that they are unaccountable and like to point out that they are dealing with the emotional side of behavior, which is, after all, unobservable. These individuals delight in using a wide variety of activities that supposedly facilitate pupil growth in the affective area.

Affective educators communicate in a highly ambiguous language.

Sitting in a circle where pupils have an opportunity to rap, role play, and act out hostilities is one way to create typical experiences that are encouraged in our schools to get pupils to interact. Such activities are not bad. The point is that their worth can only be judged in the light of each objective that the educator is trying to reach. Such objectives must be clearly stated in observable terms.

There are no right or wrong tools for facilitating affective learning. There are only effective and ineffective tools. Each activity must be weighed in the light of a particular learning purpose. Holding a class meeting each day for 15 minutes will not necessarily insure that children will become better problem solvers. Doing away with grades as a system of pupil evaluation will not necessarily insure a school where children do not fail.

Each activity must be weighed in the light of a particular learning purpose.

If children are to be taught certain affective behaviors, these must be carefully defined in performance terms so that each pupil's progress can be measured. Just as most teachers would not think of using the same reading or math book for all pupils, neither should they use the same group technique for every student in a class. The prescriptions should fit the diagnoses.

Since affective behavior is covert, i.e., behavior which deals with internal feelings, emotions, attitudes, values, etc., it is possible to describe certain indicator behaviors that will demonstrate in an overt manner the development of such covert learnings. Suppose the pupil is being taught the concept of citizenship. The goal is that the student will become a "good citizen." Citizenship is obviously a nebulous concept that is difficult to define. Therefore, some of the hallmarks of citizenship should be focused upon. It is possible to begin to generate descriptive indicators of a good citizen such as: he abides by the school rules; he shares materials and ideas; he respects private and public property; he assists other pupils and staff in the classroom and on the playground. The teacher should continue to refine these behavioral indicators until it is generally assumed that a specific behavior will demonstrate progress in the affective learning that is desired. Now there is something specific to look for. This kind of analysis must be conducted in affective education if it is to be measured.

Special educators will be more effective when they focus on specific behavioral changes rather than global ones.

Special educators will also be more effective when they focus on specific behavioral changes rather than global ones. They cannot deal with the entire self concept at one time even if they knew exactly what it was and could measure it. It is better to work on a student's specific needs rather than a general goal.

CLASS SETTING

Special education classes should be dispersed throughout the campus.

☐ There are a number of simple but effective procedures that can be followed that can improve the relationship between special education pupils and regular pupils.

The class setting is an important consideration in junior and senior high schools. Special education classes should not be grouped together in isolation. They should be dispersed throughout the campus so that pupils will move from class to class the same as their regular class peers. Grouping special education classes together, such as the mentally retarded and the emotionally disturbed, only makes them an easily observable target for the derision of their normal peers. Many special education teachers have noted that their students will not enter the special classroom during the regular classes' passing periods. They will wait in class until the last bell has rung and then sneak out of the special classroom to enter the next in the same fashion. Special education pupils usually do not like to be seen entering their special class. There are a number of things that educators can do to delabel the special education class whether it is a self contained class or a pull-out resource program.

Pupils usually do not like to be seen entering their special class.

In resource programs and special education classes it is also of value to have regular classes occupy the class for part of the day. This is often an inconvenience for the special education teacher but will also make the special education program part of the mainstream. If a classroom is used solely by special education pupils, it is more easily identified as such. It has proven successful to have the special education teacher move with the class. Thus, if the math class is empty during a certain period, the special education teacher may choose to move with his class into the math room for that period.

The special education classroom can become one of the more exciting classes in high school.

The special education classroom can also become one of the more interesting and exciting classes in a junior or senior high school. Several years ago a district instituted a program called a learning opportunity class. This program was designed for students that were truant or delinquent. Very quickly the learning opportunity room was labeled as such and the pupils were embarrassed to be seen leaving or entering the room. The learning opportunity class was considered a "bummer." The teacher decided one way to change the attitude toward the room would be to open the room before class time, during lunch hour, and after school. He and the students selected

a number of records that were currently popular among junior high students. They also decorated the room in an attractive fashion. The teacher let the word out that the regular students could come into the room before school, during lunch hour, breaks, and after school. The teacher made himself available and assisted pupils with academic and social problems. At first, very few students entered the room. As the weather became colder, it became more desirable to be in there listening to records and talking rather than shivering out in the cold by the bus stop.

The room became so popular that the special education teacher eventually had to issue passes so that not more than 60 students would be in the room at any one time. The special education teacher gave the passes to the pupils that were in the learning opportunity room. The learning opportunity students then gave out the passes to pupils on the school ground who were positive toward them.

The learning opportunity room became so popular, the teacher had to issue passes.

The learning opportunity class became so popular that regular students asked to be placed into the program.

PEERS AS MODIFIERS

☐ Many special education teachers have seen programs that take great pride in their integration of special education students. One special education teacher commented that during a visitation to a well known mainstream program she observed special education students who had been integrated into the regular class. She became curious about the interactions of these students outside the classroom, so during the noon hour she stepped out of the classroom to observe a special education student that had been pointed out to her. She noted that the special education students all stayed together in a group on the playground and that they were not generally accepted by their normal peers. Two of the pupils were teased until one of the girls being teased broke down and cried. This observing special education teacher commented that to send a child back into a regular classroom without the necessary skills of making friends with normal peers and without being able to relate to and deal with teachers is in fact doing nothing positive for the child. One special education resource teacher described the students that he dealt with as suffering with the "sick chicken" syndrome. He explained that in some ways these children are as atypical as a sick chicken. They seem to attract kids that will peck away at them.

The special students were not generally accepted by their normal peers.

Since the children were constantly being picked on, the first principle they were taught was how to stop children from teasing them.

The first principle taught was how to stop children from teasing them.

First of all, the children wrote a list of the normal children who teased them and then a list of the specific behaviors of these children that they would like to change. Once this was done the teacher began to show them how to modify behavior.

The children were trained to count and record on special sheets of paper the number of snubs or hostile remarks directed towards them by the target children and also any contacts with the children that were friendly and positive. The sheets were handed in daily to the special education teacher who praised the children for collecting scientific data and continually stressed the importance of doing so. The data were charted on a graph so that the children could see their own progress. Classroom helpers unobtrusively recorded positive and negative contacts with peers to check the reliability of the children's records throughout the program.

Classroom helpers recorded contacts to check reliability of children's records.

Then the children were taught ways to change their targets' behavior—by walking away when being teased and and ignoring provocative remarks. The teacher rehearsed such ploys through classroom games, the children taking turns in teasing each other and ignoring the comments and walking quietly away. The children were also taught specifically how to reinforce a target

child who said something nice to them. They would share toys or sweets, make comments like "I like being with you better when you don't tease me," or invite the other child to join in a game. They learned this through rehearsing the techniques in classroom games.

If a behavior is not reinforced, it will reduce in frequency.

Carol is a good example of how the program was used with one child. The first psychological principle taught to Carol was that if a behavior is not reinforced it will reduce in frequency. This meant that if Carol did not reward or reinforce the teasing by crying, the other children would gradually stop teasing her. It is no fun to tease someone when she does not cry or otherwise react. The teacher explained the principle to Carol who replied that she had already tried ignoring the teasing and it did not work. Asked how long she had tried ignoring, she replied "Some of the time." The teacher explained to Carol, and later to other students, that when you are trying to stop someone from teasing you, you must be consistent for a long period of time. You must ignore every single instance.

The teacher used simulation to teach Carol to ignore teasing.

The teacher used simulation techniques with Carol. He would tease and taunt Carol exactly like the children in the regular class. The two of them decided that the best means to ignore the teasing behavior would be to stand and look directly at those who were taunting her, slowly turn and walk away. It would be essential not to run or to turn too swiftly. The teacher used simulation so that he could take the sting out of the words for Carol. He practiced teasing her until she was able to ignore him.

Carol was able to reduce the teasing.

An hour a day, 5 days a week, was spent training Carol how to ignore teasing. After 6 weeks Carol was ready to go into the playground and use her new technique with her peers. She was amazed how quickly the technique worked. At first the children actually teased her more since they wanted to see if she could really be consistent and keep it up. Once they saw that Carol would no longer react they very slowly stopped teasing her. In 2 weeks Carol was able to reduce the teasing to less than once a week.

Stopping children from teasing was only half the problem. Carol also needed to make friends. To achieve this another behavioral principle was used: if a behavior is reinforced it is more likely to recur. Working for an hour daily for 3 weeks, the teacher taught Carol through simulation games that every time one of the children said something nice to her or did something for her she should return the favor by rewarding the child. If someone smiled at Carol, spoke to her, helped her with her books or homework, she should always respond by saying or doing something nice—like smiling, paying compliments, helping with homework, or asking the peer to play games. Carol was careful to reward children only when they were nice to her—never when they were mean.

After learning reinforcement techniques Carol changed from the class scapegoat to one of the most popular students.

At the end of the 3 weeks, Carol was successfully using these techniques and was frequently invited to join in games, activities, parties, and after school events. At the end of another 3 week period Carol had changed from the class scapegoat to one of the most popular students in the class.

The program was successful with other children.

The program was equally successful with five other children. These children, like the others taking part in the project, were partially integrated into regular classes during the training session and at the end of it were fully integrated and returned to the special class teacher only to hand in data and receive coaching in the project.

All the graphs which they kept to record the quality of their contacts with the target children (checked as far as possible for reliability by the classroom helpers) showed a great increase in positive friendly contacts from an average of about 4 a week in the baseline weeks to around 18 friendly contacts 3 to 4 weeks later. Hostile remarks and other unfriendly behavior reduced from well over 20 times weekly to only 7 over a similar period. After an average of

6 weeks the children were asked to cease reinforcing the target children for the final week of the program. Positive contacts with them reduced in number; however, they were still more frequent than before the experiment began.

Further indications of the apparent long term effects of the project came from followup studies of the original children who took part in the project. Parent and teacher questionnaires and observational data indicate that 70% to 85% of the children continued to use the techniques taught during the project. The initial children, who have now graduated from high school, still feel that the techniques are helpful. Four of them are now continuing their education in a college or university.

These techniques trained children to be junior psychologists.

These techniques trained the children to be junior psychologists, putting learning principles into their own hands. The children have used these techniques to change their own behavior and that of their peers. The changes have given them new dignity and a sense of self worth. The children are no longer teased and used as scapegoats. They now have friends and are able to develop normal social relationships. The cost of these techniques is less than one-tenth of the cost of traditional psychotherapy, and the results have often been superior. Parents have indicated in their replies to questionnaires that there is some successful transfer of the teachniques learned at school to relationships at home.

There is always the danger that children will exploit these powerful techniques.

There is always the danger that children will exploit these powerful techniques and become manipulative in human relationships. There is evidence that two students were using the techniques to manipulate children in a youth gang and although these children stayed out of trouble in school, they did have difficulty in the community. There are no specific means of countering these risks but it is felt that the benefits of the techniques for the children concerned outweigh the hazards.

Teaching children how to change and deal with the behavior of their peers is as important as teaching them how to read and write. We can hold out little long term hope for children from special classes and special schools if they are unable to relate successfully to children they will meet when they are returned to the ordinary classroom.

CHILDREN CAN CHANGE TEACHERS

☐ A major problem in the successful reintegration of children from special education classes into the mainstream can be the scapegoating attitudes of teachers in ordinary classes.

One course would be to teach children how to modify their teacher's behavior.

What can be done to alter the behavior of the teachers in order to make them more positive toward the children coming to them from special classes? One course would be to teach the children how to modify their teachers' behavior.

Such a project began in 1968 in Visalia with 24 children aged 11 to 16 who were chosen for the experiment from the special education classes for the emotionally disturbed where they had spent between 1 to 5 years. Despite weekly counseling and group therapy from psychologists and psychiatrists, they had not improved; and many other techniques to improve their behavior had failed. They included 10 Mexican Americans and several Black children who had recently been reintegrated into ordinary classes. All were having difficulties in getting on with the teachers in ordinary classes, who tended to treat them as scapegoats. Many of these children also had problems in relating to their peers and were also being taught how to modify the behavior of their classmates.

All were having difficulties in getting on with teachers in ordinary classes.

Each child was "assigned" two regular class teachers, whose classes he attended, and each child had two tasks. The first task was increasing the praise which the two teachers gave him during lessons. The second was to

reduce the number of negative comments and punishments from the teachers concerned.

Each school day, the children in the experiment typically attended six different classes averaging about 53 minutes in length. For one to three periods daily they met with the special class teacher; the remainder of the time they were integrated into regular classes. Over an 8 week period, during one of their daily sessions with the special class teachers, they were taught behavior modification theory and techniques, initially in small groups of three to six. Later, after 8 weeks, the entire class underwent simultaneous practice and training in behavior modification.

They were taught behavior modification theory and techniques.

The children were told that they were going to take part in a scientific experiment and that accuracy was vital. They were taught how to record the remarks of the regular class teacher on special cards, one card for each regular class teacher. One side of the card was colored green and the reverse was red. The special class teacher played the role of the regular class teacher. For each comment by the teacher which the child judged to be negative (e.g., "Why can't you be better behaved?" or "Why don't you get your work done?") he crossed off a number on the red side and for each comment judged to be positive (e.g., "Nice job," or "You did that very well") he checked off a number on the green side of the card. Through this kind of practice in the special education class, the students learned how to identify positive and negative teacher behaviors and to record them quietly on the cards.

Students learned how to identify and record positive and negative teacher behaviors.

The special education teacher taught the pupils how to make eye contact with the teachers, how to ask for extra help, and how to make positive statements to regular classroom teachers such as "I work better when you're nice to me," "I like the way you taught that lesson," or "Boy, that was an interesting lecture!"

They were taught how to use reinforcing behaviors.

They were taught how to use other reinforcing behaviors such as sitting up straight in class, nodding in agreement as teachers spoke to them, and smiling at the teacher. The use of these techniques and phrases depended on the teacher's performance and the children were taught to break off eye contact with the teacher when they were scolded. Pupils were taught to perform the "Ah ha" reaction. When a child understood an assignment, he was to ask the teacher for help. In the middle of the explanation he would exclaim, "Ah ha, now I really understand," or "I was never able to understand that before." (If they did not understand particular points in the ordinary class, they asked another classmate if this was allowed or went to the special class teacher for help. Later, after establishing themselves in the ordinary class, they were able to ask the ordinary class teacher to explain and help them.)

The pupils also came to class early to ask for extra work and stayed late after class to talk with the teacher.

Role playing techniques were used in the special class.

Each technique was explicitly taught and role playing techniques were used in the special education class. All of the pupils simulated the new behaviors with the help of video tape so that they could view their own actions on tape and they commented on and criticized each other's techniques.

Closer monitoring throughout the experiment revealed that despite the training received, members of the special education class were unable to recognize conventional praise statements from teachers and needed further training by the special education teacher in order to do so. (Many of them had experienced such frequent difficulties in the regular class that they thought all comments by teachers were sarcastic or negative.)

Leroy is a good example of the kind of child chosen for the experiment and of the way the program was carried out in practice. He was the biggest, meanest, toughest student in the high school. Ever since the age of 9, Leroy

had been in and out of trouble, more frequently in than out.

His difficulties had started when he was 12 with his sixth grade teacher, a retired army captain noted for his tough military like discipline, who could not tolerate any behavior that appeared to question his orders. Leroy and the captain had difficulties from the first day of the new school term when Leroy showed up with a peace sign around his neck. The captain was infuriated, and he and Leroy embarked upon a year of discord. Leroy was suspended 3 times in the first 3 weeks, and by the time he was in the eighth grade class for 12 to 15 year olds he had been suspended for more than 65 days in all.

Leroy's reputation had preceded him to high school. At 15 he weighed nearly 200 pounds and was the school's best football player but, even more than football, Leroy loved fighting and disrupting classes. His viciousness could equal or excel his strength. He was in frequent fights with other boys in school and continually harassed teachers.

Leroy loved fighting and disrupting classes.

Eventually Leroy was placed in a special school program for incorrigible juveniles. (*Incorrigible juveniles,* according to California penal code, are youths beyond the control of parents or school authorities. The special school programs provided for them emphasize a highly structured classroom environment which tries to ensure success for all the pupils, programed learning materials, and a maximum of 12 children to one teacher and aide.)

Leroy was denied the privilege of joining in football or sports until he was accepted in the regular class a year later, at which time he began to take part in the experiment.

Leroy's reading teacher was the first teacher to encounter his new techniques. Leroy politely asked for help with a problem and smiled when the teacher provided it. Leroy was even heard to say, "I really like it when you're nice to me." He smiled frequently at the teacher and stayed after class to talk for a few moments. Almost overnight Leroy was consistently making positive remarks, smiling and reducing his disruptive behavior. Most of the ordinary class teachers gave credit to the special education teacher for the rapid change in Leroy's behavior.

Leroy's reading teacher was the first to encounter his new techniques.

There was a significant increase in positive teacher comments to students, with a marked jump from the second to the third week and continued improvement throughout the next four. There was a decrease in negative comments, and the number of times they occurred seemed to be related to the frequency of positive contacts. However, the teachers concerned appeared to need continual reinforcement to sustain their positive behavior; this applied less for negative contacts, at least as far as these data can show. Once the experiment was over, the frequency of negative contacts might have increased to base rate levels or even beyond these in subsequent weeks, had a record of their frequency continued to be kept. However, the monitoring of groups of children who took part in later experiments of the same kind suggests that negative contacts would not have increased markedly and that the children would have maintained their improved relationships with teachers.

Teachers appeared to need continual reinforcement to sustain their positive behavior.

Nevertheless, it may be presumed that teachers did learn, with successful training by the pupils, to be less punitive and that the effects of this training persisted to some extent even when the reinforcements were withdrawn. However, it does appear that teachers, like most people, are backsliders and need a high level of reinforcement to maintain particular kinds of new behaviors.

Teachers did learn to be less punitive.

A number of ethical questions are raised by this experiment—especially the surreptitious observation of teacher behavior by aides in order to establish the accuracy of the pupil's recordings. This was felt to be justified by the necessity for scientific validation of the procedure. Without a reliability check,

Ethical questions are raised by this experiment.

In all replications of the project, teachers were told in advance.

the data would have been highly questionable and almost useless. In all replications of the project—in which over 1,000 children have now taken part in Visalia and elsewhere—the teachers were told in advance that the pupils were going to try to change their behavior. Only in the initial experiment did pupils do so without the teacher's knowledge. In the current program the teacher is told that students will be trying to change some of the ways that they teach. Telling teachers in advance encourages a more rapid change in their behavior and thus helps the children when they attempt to change the teachers' behavior for the first time.

Telling teachers in advance encourages a more rapid change in their behavior.

"Social deviants" who had never been able to function in a regular class were able to maintain average or above average grades in regular classes.

The technique of changing teacher behavior was successful in a very short period of time. This change was inexpensive and the results were dramatic. Many of the children commented favorably upon their ability to get along with teachers and to change teacher behavior. Boys and girls labeled "social deviants," who had never been able to function successfully in a regular classroom before, were able to maintain average or above average grades in regular classes. The behavior of many children who have completed the program has been monitored, and it was found that about 70% of them continue to get on better with teachers afterwards than they did before taking part in the experiment.

IMPROVING RELATIONSHIPS WITH EMPLOYERS AND FELLOW WORKERS

☐ The Visalia project was revised and adapted using the same techniques with educable mentally retarded, emotionally disturbed, and physically handicapped students in vocational training. The students were taught techniques of modifying behavior of fellow workers and employers. The techniques that they had previously used on peers and teachers were adapted for use with employers and fellow workers. Simulation techniques, role playing, and video tapes were used extensively with students. Employers were also brought into the classroom to discuss the characteristics they would like to see in workers. Students kept lists of these characteristics. The most common characteristics mentioned by employers were those that the students chose to learn. Most employers wanted cheerfulness, promptness, job stability, and sticking to the task. Students practiced these behaviors in the classroom and also learned the specific techniques of praising and reinforcing their employers and fellow workers. In many instances students practiced smiling, praising fellow workers and employers, arriving at work early, leaving after regular job hours, and asking for extra assignments.

Simulation techniques, role playing, and video tapes were used extensively with students.

Students learned specific techniques of praising and reinforcing their employers and fellow workers.

TEACHER PRESTIGE

☐ The prestige of the special education teacher among regular staff and pupils has a bearing upon the way the normal peers view a special class. If special education teachers take on additional responsibilities such as coaching, music, or sponsorship of an after school club, the special education teacher will be a part of the total staff and will come into contact with regular as well as special education pupils. This has a number of positive effects upon the teacher as well as the special education program. By becoming a part of the regular faculty and dealing with regular pupils through clubs or after school activities, the special education teacher will become less isolated and less insulated from the normal mainstream. The special education teacher will have contact with regular pupils that will provide a better perspective for integration and mainstreaming.

By dealing with regular pupils through clubs, etc., the special education teacher will become less insulated from the normal mainstream.

In several cases where the special education teacher was also the head football coach, assistant football coach, or the teacher of an after school group and was seen as a highly respected teacher by the peers, the prestige of the teacher carried over to the special education pupils. The special education pupils frequently heard comments about how fortunate they were to have so-and-so as a teacher. The more a special education teacher becomes a part of the regular staff and participates in faculty activities, the more benefi-

cial it will ultimately prove for the special education program and pupils. A teacher with prestige and respect among the staff can more easily recommend the placement of students into regular classes and deal effectively with problems that come up concerning special education pupils.

OPERATION OUTREACH

☐ In junior and senior high schools it is often necessary to carry the message of special education to the normal peers. Whenever possible, special education pupils should be elected to student councils or should sit in as an extra representative or whatever is needed so that special pupils can go to games or other after school activities. Special education pupils should be encouraged to participate in athletics, arts, crafts, after school sports, intramural sports, and other activities at school.

The more they are a part of the regular life of the campus, the more they are truly accepted.

It is not enough just to dump special education pupils into regular classes. The more they are a part of the regular life of the campus, the more they are truly accepted. It has little meaning to integrate pupils if they can only participate as a member of a class and never participate on a social basis. Special education teachers should work so that their students will be able to take part in the social activities of the school.

By approaching labeling head on, students were able to reduce teasing.

In one high school, the classes for the educable retarded put together a slide/tape show. Members of the class took the slide/tape show and showed it to all of the English classes and student council. The slide/tape show very openly and honestly discussed what an educable mentally retarded pupil is, what the special class is like, their goals, their occupational needs, etc. By approaching the problem of labeling head-on, the students were able to reduce the amount of teasing that took place on the school grounds between periods and during periods when pupils were integrated. The student council also became an advocate of special pupils.

Special education classes and resource rooms put on exciting activities.

In several junior and senior high schools special education classes and resource rooms have put on a number of exciting activities. One group went ice skating, another roller skating, another bowling on a regular basis. The special education teacher explained the objective of the activity to the regular staff and pointed out that pupils would be inviting students from regular classes to attend the activities. Pupils who had been helpful in the integrating process on the playground or in classes were then invited to go along on the skating or bowling trips. Other classes also invited an entire English class, physical education class, or other groups to go along on an activity sponsored by the special education classes. This brought the two groups into closer contact whereby a special education program became one of the school's more interesting activities for the regular peers.

Pupils who were helpful in integration were invited to go along on trips.

GROUP TECHNIQUES

☐ Group techniques have been used extensively in the last decade in regular and special education classes. A word of caution applies here. Group techniques can be used effectively to solve a number of problems commonly encountered by special education teachers and pupils.

Special education pupils were instructed not to verbally attack the regular student who had teased them.

In one junior high school, a number of students continually teased and harassed special education students at the noon hour and before school. The special education teachers decided to invite these pupils one at a time into class meetings held in the special education room. Special education pupils were instructed not to verbally attack the regular student who had teased them. The students talked about who they were, why they were in a special education class, and their feelings when they were teased. The special class pupils talked openly and frankly about why they were in special education classes and their desire to make friends with the other students. The class also discussed their feelings when they were teased and how painful the

Regular students were not able to deal directly with the person's feelings.

teasing was. Most of the regular students were simply not able to handle the emotional impact of having to deal directly with the person's feelings when they knew they had been scapegoated and teased. In most cases the teasing stopped.

Work experience programs benefited by class meetings to discuss problems on the job.

Class meetings are also an effective communication for teaching pupils how to carry on a conversation. Class meetings can also be used as problem solving sessions to discuss difficulties encountered outside the class or on the job. Most work experience programs have benefited by using class meetings to discuss problems encountered on the job. When students go on the job they generally need to be able to communicate effectively with employers and fellow workers. Communication skills can be practiced in various kinds of class meetings. One of the most effective group or class meeting programs that has been developed is the one discussed by Glasser (1969) in the book, *Schools Without Failure*. Glasser described the class meeting technique.

PEER TUTORING

☐ Problem children can often improve their own academic achievement and experience success by serving as tutors. Instead of using the average student to tutor the slow student, have the special education student tutor whenever they are capable of doing so. Even children with poor academic achievement may be successful tutors in physical education, music, mechanical drawing, or other subjects. Success in tutoring can change a student's outlook and attitude toward school. The teacher should identify the strengths of special students and look for opportunities to use them in the classroom as tutors.

Tutoring can change a student's outlook and attitude.

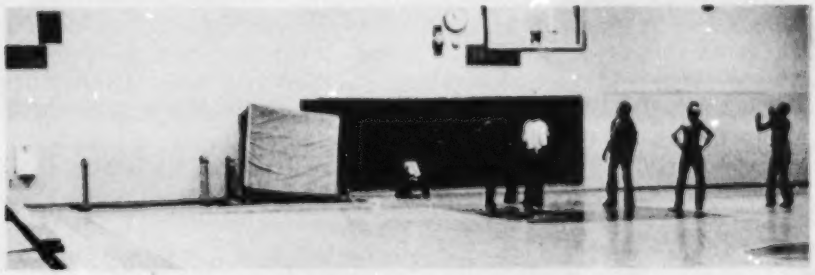
ACTIVE LISTENING

☐ Many conflicts between teachers and students are the result of poor communication. An excellent means to reduce these conflicts and improve communication is through active listening. When the student expresses a concern, the teacher listens carefully and repeats what the student has said in his own words. "What I heard you saying was '___.' Is that what you said?" The student should verify that what has been repeated was actually what he had said. This also forces the student to listen carefully and verify his own statements. This technique helps train adults to listen to young people and to be aware of their feelings.

One member of the group listens carefully and repeats what the other has said.

It is beneficial to teach the technique of active listening to students. Students are divided into groups and make statements to each other. One member of the group listens carefully and repeats what the other has said. This is an excellent communication game to improve auditory skills and the ability to understand. It has proven very helpful in training students before they go out on jobs. It can make them better listeners and can improve their skills of understanding the requests that are made to them by fellow workers and employers.

In *Teacher Effectiveness Training*, Gordon (1970) described active listening and other communication methods. Many students do not think the



teachers understand their feelings. When a student is angry, frustrated, or hurt, the teacher should let the student know that he understands and is ready to help. The teacher can say, "Bill, I know how you feel, it is really embarrassing to have Sue call you a name in front of your friends. It makes you so angry that you would like to hit her. Is that right, Bill?" This tells the child the teacher does understand and gives him the opportunity to discuss his feelings. It is best to have this kind of conversation away from other students in a relaxed atmosphere that will encourage the student to express his feelings and learn to cope with them.

The teacher should let the student know he is ready to help.

☐ Role playing is an excellent method that can be used to resolve a number of specific problems. Special education teachers for the last decade have used role playing to improve the vocational skills of pupils. Teachers have often asked an employer to come in and interview a student for a job. The opportunity of role playing shows the student the demands that will be made upon him in a job interview. Pupils then can take turns being the employer and being the applicant. Role playing can be effective in teaching pupils to interview for a job, how to deal with pupils who tease them, and how to use praise.

ROLE PLAYING

Role playing can be expanded so that pupils can act out conflicts. Class members listen to each other and discuss their feelings about the situations and discuss possible solutions. Special education pupils need the opportunity to develop their own solutions to situations that require social understanding. Illustrations, drawings, or photographs depicting social conflicts, can be gathered. Using the question and discussion technique the teacher can draw from each child what the conflict is about and how each might handle the situation in a given case. Pupils then can play out the roles and learn how to deal with them appropriately when they are in a conflict situation.

Role playing can be expanded so that pupils can act out conflicts.

Role playing can be expanded into a sociodrama. The teacher can select a problem pertinent to the class. The pupils can act out a specific situation which has occured at school. Each student will play a specific role in the sociodrama. The students will enact the problem situation and discuss possible solutions. The pupils discuss their feelings, attitudes, and solutions to the problem. It may be valuable to enact several solutions to the same problem and evaluate the various consequences of each solution.

The sociodrama can be expanded to include verbal expression of consequences of behaviors. Many students are unable to visualize the negative consequences of deviant behavior. By role playing positive and negative consequences, students visualize the possible results of their actions.

By role playing positive and negative consequences, students visualize the possible results of their actions.

☐ Inappropriate responses to conflict situations in which two persons have opposing views often produce unfortunate consequences for them and for society. Many special education pupils are unable to deal with conflicts, especially with authority figures such as parents and teachers. Conflicts refer to interpersonal situations in which the youth and authority figure have opposing desires, e.g., the youth wants to spend Saturday with friends but the parent wants him to do chores. Many students use inappropriate responses which ultimately bring them into conflict with parents, teachers, the courts, clinics, and other agencies. A technique of trying to teach pupils how to deal adequately with conflict situations has been developed by Roosa (1973) from the University of Kansas. They provided a score card which gave a date, a place to enter the date, and time of the fight, what the fight was about, a yes or no response to whether the fight was previously fought, and a yes or no response to whether an agreement was reached. Who changed behavior, you or the other person? Did it improve the relationship (yes or no)?

FIGHT TRAINING

Many are unable to deal with conflicts, especially with authority figures such as parents and teachers.

Instructions on the score card point out that a fight is recorded anytime there is a disagreement, argument, or hassle about something. For example, you want to do something and someone else wants you to do another thing. Or you want someone to do something and they do not want to do it. Each time you have a fight, record the following information: what was it about; in a few words write down the main issue or problem; have you ever fought about this problem before. Regarding the agreement or solution, give the following information: did both parties agree to a solution to the problem behavior change; if both parties reached an agreement, state whose behavior will change (you or the other person, neither one, or both); do you feel the relationship between you and the other person you fought with got better, stayed the same, or got worse?

Pupils discuss situations in which they have been in conflict with authority.

Pupils are selected who have a difficult time in constraining themselves when they are in a conflict situation with peers or adults. The pupils discuss several common situations in which they have been in conflict with authority. At the end of the discussion, the teacher will offer praise, restate the next problem situation, and go over the instruction on the score cards. After the first session, the teacher will describe a hypothetical conflict situation between a peer and a peer or between a peer and a teacher, whichever is most appropriate for the students. Two students will then be selected to role play that situation to the best of their ability. No prompts are given to perform any negotiation or to reach any agreement during the first simulation. Simulations can be video taped and reviewed if video tape equipment is available.

Pupils are then taught the techniques of: (a) complete communication, (b) identification of issues, and (c) suggested options.

The complete communication is any statement which indicates one position relevant to the problem situation being discussed and which is followed in the same verbalization. Pupils are trained how to understand and communicate to the request the other person has made of them. Examples of the complete communication are:

1. I want to spend my money or I do not want to do any homework tonight, is that okay with you?
2. I would like to drop math. What do you want me to do?
3. I do not want to run for student council, what do you think about that?

To identify issues is to make any statement which explicitly identifies the conflict issue in the situation under discussion. This statement may point out the two different positions: what one thinks the other's position is or what one thinks the conflict is really about. Examples of the identification of issues follow:

1. I want to do my math paper, but you want me to finish it at school.
2. It seems to me that you want me to spend more time on the job.
3. The real issue is I want you to learn responsibility. (Subjects are encouraged but not required to use the word *issue* when performing this behavior to make its occurrence more explicit.)

A *suggested option* is any statement which suggests a course of action as a means of resolving the conflict but is not merely a restatement of the person's position. Examples of suggested options are:

1. How about if I finish half the problems here, and half at home?
2. Would it be okay if I skipped math on Wednesday, but did 2 days of math on Thursday?
3. If you could get a part time job, would that be a way to learn responsibility?

Subjects are encouraged but not required. The end results of negotiation process agreements were also recorded. The agreements referred explicit verbal agreement to perform some course of action as a means of resolving conflict. Two types of agreement are recorded: *compliant agreements*, agreements by one person to the original position of the other; and *negotiated agreements*, agreements to a suggested option, not the original position of either person, but a compromise. Pupils were then provided with a conflict situation and they rehearsed three major aspects of complete communication, identification of issue, and suggested options.

Two types of agreement are recorded: compliant agreements and negotiated agreements.

The students then recorded the conflict on their score card. Time was spent in rehearsal to make sure the pupils knew how to write down what the conflict was about, whether they previously thought about it, whether an agreement was reached, and who would make the behavior change. Pupils were also then rehearsed in the techniques making sure they could identify the problem and could carry on negotiations to try to get either the solution they wanted or a solution that was mutually agreeable to both parties.

Pupils then used the score card to record actual fights with peers or teachers. The card was brought to the teacher daily. It could be discussed privately, or if possible, with the entire class. One of the main objectives was to avoid having the same kind of conflict repeatedly without finding a resolution. The same process should be used in class to resolve conflicts.

Pupils used the score card to record actual fights with peers and teachers.

A FINAL COMMENT

□ Affective education is a powerful educational tool that can help or harm children. It should be used as prescriptively as a reading or math program. Recognizing that affective education is not beneficial for all students, one should use this tool with discrimination and caution in special education.

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help for students past help—a diagnostic, prescriptive, resource room model for learning disabled adolescents

deborah a. murphy

Providing optimal opportunities to the learning disabled adolescent is a challenge to educators. A diagnostic-prescriptive intervention team approach is used by the Oklahoma Child Service Demonstration Center for secondary learning disabled students. Special features include individualized teaching, group counseling, biofeedback, and vocational education which focuses on agricultural skills.

"Spread out, guys, or that retard, Roy, might want to sit down with us."
"Hey, Joe's alright . . . " "Are you kidding—he can't even read!"
"Here comes Fred. He's so slow he'd lose in a snail contest."
"Susie's pretty enough, but I wouldn't take her out. All the guys would say I was going with a dummy."

THE TURNED OFF LEARNING DISABLED ADOLESCENT

☐ Persons who believe learning disabilities are no handicap should try being Roy, Joe, Fred, or Susie for one day. At the end of that one day, the most skeptical will be asking for help. After 6 to 8 years of humiliating and bewildering experiences at school, from 9 till 3, 5 days a week, most students do not ask for help. They, along with everyone else, believe they are past help.

They believe they are past help.

The students labeled as "learning disabled" are those who have been convinced that they do not measure up in the most important societal context of children: the schools. They have been either the disruptive ones or the withdrawn ones in class. Some teachers have sensed their paradox, bright but incapable of performance in certain subjects. These teachers have tried hard with them, giving them special attention, only to end up throwing their hands in the air in exasperated frustration. Other teachers have labeled them lazy, spoiled, or stubborn to comfort themselves about their own failure.

Their paradox: bright but incapable of performance in certain subjects.

All these experiences accrue; the labels stick, follow the student from one year to another, and become accepted by all of the student's schoolmates.

The labels stick and follow the student.

By the time these students graduate from elementary school into middle or junior high school, they themselves, along with everyone else, believe they are past help. Over the past few years, educators and parents have concerned themselves with providing classes and optimal services for the learning disabled adolescent. Before this time, most efforts were focused on early prevention and help for the elementary age learning disabled child.

THE OKLAHOMA CHILD SERVICE CENTER MODEL

☐ Several years ago the Oklahoma Child Service Demonstration Center was charged to provide optimal learning programs for the learning disabled adolescent. The model for the Child Service Demonstration Center (a Title VI-G Model Project) is a diagnostic-prescriptive teaching intervention system for secondary learning disabled youth. The Center staff are concerned with secondary level students who still exhibit chronic deficits in learning. Earlier preventive interventions were not successful with these students if, indeed, they were available to them.

The model is a diagnostic-prescriptive teaching intervention system.

Those delivering services to the secondary level student must consider the high level of peer group pressure and the general tendency of teenagers to want to be "part of the *in* group." Our model uses an eclectic approach. The needs and desires of the individual constitute the major determining factor in each program schedule. Students involved in the model project evidence major learning deficiencies for various reasons. Therefore, we must use an empirical approach for each individual. In developing the empirical program of activities by the process of selection and exclusion, the activities which are retained are primarily the result of the responses of the child.

We must use an empirical approach for each individual.

The major goal of this project is to provide each student within the target population with a specific prescriptive learning program which will enable him to develop skills and knowledge at a rate commensurate with his ability.

The model is a diagnostic-prescriptive teaching intervention system. Components of the model include:

1. A professionally staffed resource room in each of the six targeted school districts.
2. A diagnostic-prescriptive team composed of a psychoeducational evaluator and three prescriptive teachers with expertise in developing educa-

tional intervention programs for individual students.
3. A library of media for use by the resource room teachers to implement the intervention strategies.

The model focuses on compensatory strategies rather than just remedial strategies.

This model is applied to students from grades 7 through 12 and focuses on aiding these students in compensatory strategies rather than just remedial strategies. Remedial activities are aimed at eliminating, improving, or altering the student's basic disability. All remedial work is aimed at dealing effectively with specific disabilities. If a student's basic problem is reading comprehension, his education prescription would include work on a skill related to comprehension, such as recall of facts. Compensatory activities are aimed at the student's strengths and not at his weaknesses. If a student has a severe visual perception problem that impedes his ability to read, the compensatory activity would be to bypass the visual channel and input the information through the auditory channel via a tape recorder. If basic skills are a focus of education, then the concentration is on remedial activities. However, if learning a certain curriculum is the educational focus, compensatory activities are used.

Compensatory activities are aimed at strengths not weaknesses.

Students identified as learning disabled by a psychoeducational evaluation are placed in this program.

All students who have been identified as learning disabled by a psychoeducational evaluation are placed in this program. (See Figure 1.) Students judged to be significantly below their grade levels in different areas of academic achievement due to cultural deprivation, emotional disturbance, or major sensory or motor deficits are not included. The only students placed in this program are those with normal or potentially normal intelligence who because of some neuropsychological factor are noted to have learning disabilities of a perceptual, conceptual, or integrative nature.

The curriculum follows, when possible, the regular classroom curriculum.

The curriculum of this diagnostic-prescriptive project follows, where possible, the curriculum offered in the regular classroom. A student with a reading disability might spend two periods each day in the resource room during his English and social studies periods. Another student with a math disability might spend only one period each day in the resource room during his regular math class time. At other times, the learning disabled students are integrated into the regular curriculum.

Resource room content is determined by the prescription.

This arrangement, which serves the least restrictive alternative for these handicapped youth, does not necessitate that the content of the curricula be similar in the regular and resource classrooms. The content in the resource room is determined by the prescription constructed for the student by the prescriptive teacher. This prescription is intended to help the student either remediate or compensate for his learning disability.

One classroom in each of the schools involved in the project was converted to a resource room. The resource rooms required no structural changes. However, the addition of learning carrels and tables rather than desks has been important to the success of creating an appropriate resource room environment. Carrels offer low distraction during individual instruction, and tables offer a high potential for social interaction during group instruction. Instruction is on a one to one basis and in small groups so that the influence of group work is not overlooked. Group work is often minimized in special education classes, and thus the student is not exposed to these group activities, which are common to the world of work as well as to the regular classroom setting.

Instruction is on a one to one basis and in small groups.

Multisensory media is the basis for the prescriptions.

The materials component of this project is essential to its functioning. A wide variety of multisensory media, which provides breadth of subject matter and depth of difficulty levels, is the basis for the compensatory and remedial aspects of the prescriptions. Many of these materials are commercially produced, but some have been made by the staff. Another aspect of teacher derived materials comes from the innovative use of commercial games to

both motivate and teach the students.

One of the most important products of the project's efforts has been the *Multi-Media Materials Catalogue*, a collection of materials for secondary learning disabled students. Each resource room has a full complement of multimedia materials: tape recorders, overhead projectors, filmstrip viewers, record players, and multisensory programed teaching machines. Software for this equipment is maintained in the media library at the project's headquarters, where the resource room teachers can check out the appropriate materials for implementing the prescriptions of their students.

There is also parental involvement in the project. Parental consent for testing is the initial step, followed by additional parent conferences and consent for placement in the program. Once the student is placed in the program, the parents are encouraged to visit the resource room teacher and also the project headquarters. They also are alerted to the project's activities by news stories run periodically in the local papers, in addition to programs given by the project staff to the various civic clubs. At the end of the year, a questionnaire is sent to the parents as part of the project evaluation concerning any positive or negative changes noted in their child throughout the year. Parents in the target areas have undertaken to form a local chapter of the Association for Children with Learning Disabilities.

Parents are encouraged to visit and are alerted to activities.

The inservice training program aims at various audiences. Before each school year commences, a one day workshop is given by the project staff for all secondary school teachers and administrators in each of the six schools. The purposes of these workshops are to familiarize the faculties with the program and its place in the context of the school, to instruct the teachers and administrators in the mechanics of making a referral, to sensitize these colleagues to the special needs of the learning disabled adolescent, and to seek the support of the faculty for the program.

A workshop is conducted for all teachers and administrators in the six schools.

Inservice sessions are held weekly during the school year for all staff members. The purpose is to inform the staff about the general scope of the program, dissemination efforts, and evaluation procedures. The media materials in the library are thoroughly reviewed so that the resource room teachers can implement the prescriptions in the best possible fashion. Conferences between the prescriptive teachers and the resource room teachers also play a significant role in inservice training.

Inservice sessions are held weekly during the school year.

Project participants consist of from 120 to 150 students in grades 7 through 12 in the six area school districts. These students have been diagnosed as learning disabled on the basis of a psychoeducational evaluation (see Figure 1), which consists of the Wechsler Intelligence Scale for Children (WISC-Revised is presently given), or the Wechsler Adult Intelligence Scale (WAIS) for older students, the Wide Range Achievement Test, and the Bender-Gestalt Test. Other special tests are also administered to provide more information than that derived from the basic battery. Interview data are added to the psychoeducational evaluation to support the diagnosis of learning disabilities.

Interview data are added to the psychoeducational evaluation to support the diagnosis of learning disabilities.

The common signs that suggest learning disabilities are a normal full scale IQ (or a lower one where peaks in certain subtests provide the basis for a potentially normal IQ), significantly lowered grade levels on the achievement tests in one or more areas, significant intertest scatter on the WISC, and typically a verbal IQ deficit.

EVIDENCE OF SUCCESS

□ The application of this model to those learning disabled students who are considered past help resulted in reliable and meaningful increments in both the cognitive and affective domains. Verbal IQ scores increased reliably for students in the program. The 274% actual gain over expected gain in reading

FIGURE 1.

SUMMARY OF DIAGNOSTIC-PRESCRIPTIVE EVALUATION

NAME Paul R. SCHOOL Hillside RESOURCE TEACHER Moses

AGE 16 BIRTHDATE 10/20/60 SEX x M __ F PRESCRIPTIVE TEACHER Heller

GRADE 11 DATE 1/17/77 PLACEMENT Reading - 1 hour per day

L	A	H	*WESCHLER SCALE (1/12/77)*
x			General information
	x		Ability for concrete and abstract thinking
	x		Arithmetical ability
x			Expressive vocabulary
	x		Common sense in everyday situations
x			Auditory recall and short term memory
		x	Visual alertness to details
		x	Visual sequencing and motor coordination
	x		Ability to duplicate abstract designs
	x		Ability to synthesize and visually perceive patterns
x			Visual memory and psychomotor speed in learning and writing symbols
			Planning ability, impulsiveness, and visual motor coordination

(NA) KEYMATH (/ /)

____	Overall—grade level
____	Numeration (CONTENT)
____	Fractions
____	Geometry and symbols
____	Addition
____	Subtraction (OPERATIONS)
____	Multiplication
____	Division
____	Mental computations
____	Numerical reasoning
____	Word problems
____	Missing elements
____	Money (APPLICATIONS)
____	Measurement
____	Time

DURRELL TEST OF READING DIFFICULTY (1/13/77)

4.25	Oral Reading (paragraph 5)
3.25	Silent Reading—Rate (paragraph 4)
4.50	Silent Reading—Comprehension (paragraph 4)
4.0	Word Recognition—Flash
4.5	Word Recognition—Analysis
2.5	Visual Memory—Primary
BN	Visual Memory—Intermediate
3.5	Hearing Sounds in Words
5.0	Phonetic Spelling of Words
—	Learning Rate at 20 minutes
—	Learning Rate at 60 minutes
—	Learning Rate at 24 hours

WIDE RANGE ACHIEVEMENT TEST (1/12/77)

4.0	Reading Grade Level
3.8	Spelling Grade Level
7.5	Arithmetic Grade Level

ROSWELL-CHALL (1/13/77)

Mastery	*Nonmastery*	
x		Consonants
x		Consonant B&D
x		Words—Isolation
x		Words—Context
x		Short vowels
x		Long vowels
x		Silent *E*
x		Vowel digraphs
	x	Syllabication

BEHAVIORAL CHARACTERISTICS AND TEST OBSERVATIONS:
Though Paul was polite and cooperative throughout the testing period, at times he appeared tense and anxious about test taking. His teachers report that he tries hard to complete his work; however, he rarely finishes it. Paul presently has a positive attitude toward himself, and at this time he appears to be highly motivated. Paul failed English, history, and science first semester, 1976.

TEST INTERPRETATION:
Paul is reading approximately 7 years below grade level. He has specific deficits in reading comprehension and rate. Paul's word attack skills reflect a phonics orientation, as he attempts to sound out new words in isolation and in context. He still experiences difficulties with multisyllable words in isolation and in context. His use of context clues seems to be underdeveloped.

SHORT TERM OBJECTIVE: By the end of the second semester, Paul will:

1. Increase his overall reading rate by 100%, compared to his baseline of 50 wpm.
2. Increase his silent literal comprehension of fourth grade material by 50%, as measured by an informal reading inventory.
3. Increase his ability to decode multisyllable words in isolation and in context by 50%, as measured by informal testing.
4. Increase his knowledge of study skills, test taking, and listening skills.

LONG TERM OBJECTIVE: By the end of one year, Paul will have:

1. Increased his overall reading developmental level a minimum of one year, as measured by the Durrell Analysis of Reading Difficulties.
2. Developed an interest in reading for enjoyment.
3. Maintained his positive attitude toward himself.
4. Improved his overall academic grade point average.

(Continued)

AREAS NEEDING REMEDIATION	MATERIALS APPLICABLE	ACTIVITIES TO BE USED
READING		
Developmental Lesson: Developmental Level: 4.5 Literal Comprehension Eventually: Inferential and analytical comprehension skills	*Beyond The Block* (Allyn & Bacon—Breakthrough Series)	To help Paul improve his literal comprehension, teach him to read the comprehension questions before reading the story. Comprehension checks may be either oral or written. You may want to have Paul try summarizing a story occasionally. Analyze comprehension and written expression errors diagnostically. Work toward getting Paul to use higher levels of comprehension including sequencing, making inferences, drawing conclusions, and analyzing.
...	...	...
Compensatory Tactics:	Audio tapes of Paul's science and history books.	To enable Paul to cope with those academic subjects which require heavy reading, audio tapes of his history and science books should be made available.
	Listening With A Purpose (for additional listening skills practice and refinement)	To make sure his listening skills are at a level which will enable him to absorb the content of each chapter, include a comprehension check after each listening session.
Vocabulary Development	Vocabulary words from content area textbooks	Have Paul's history and science teachers provide you with a list of pertinent vocabulary words. These words may be used in syllabication exercises, sentence writing activities, and oral expression of content.
...	...	...
Study Skills	Handouts on: SQ3R Previewing the Textbook Test Taking	Teach Paul to use the SQ3R method of approaching the textbook chapter. Encourage him to preview each chapter prior to listening to it, in order to facilitate comprehension. Since Paul experiences trouble taking tests in the regular classroom, it is recommended that arrangements be made for him to take the tests in the resource room. Here you may have to read the test to him and possibly write down his answers. An alternative would be for him to dictate his answers into a cassette tape.
...	...	...
Syllabication (Encourage sounding out, since his phonics skills are good. Incorporate contextual analysis into activities whenever possible.)	*Syllabication* (Supportive Reading Skills, Dexter-Westbrook, Ltd. Level D-1)	To improve further Paul's syllabication skills in both isolation and in context, have him work through the Supportive Skills book on syllabication, Level D-1. Adjust the level as he progresses through the material. Multisyllable words, taken from Paul's content textbooks or from level 4 Flash-X cards may be written on small cards, cut up into syllables, and presented in the form of a puzzle for him to put together.

(Continued)

AREAS NEEDING REMEDIATION	MATERIALS APPLICABLE	ACTIVITIES TO BE USED
		Have Paul write sentences and ultimately paragraphs using the isolated vocabulary words presented above. Analyze errors diagnostically and remediate where the need exists.
...	...	...
Rate	Encourage Paul to use an index card as a pacer when trying to read more quickly.	Try to get Paul to read his developmental lesson as quickly as possible, without losing comprehension. Once a week time him and keep a chart showing his wpm progress. Discourage lip movement and subvocalization at all times.
...	...	...
Independent Reading	Self selected multimedia materials, such as the Bowmar and Right-To-Read Series Independent Level (3.5) paperback books of a variety of interests. NOTE: Paul's interest inventory indicates a strong interest in sports, animals, and cars.	Encourage Paul to spend his independent time viewing audiovisual materials or reading independent level books. Discuss with him the content of independent activities, but do not test him over them.

achievement is persuasive evidence of the meaningfulness of the effects wrought by the program in helping these learning disabled teenagers. Students in the program showed a significant decrease in their experience of interpersonal withdrawal. Self esteem was also enhanced. The net result of these efforts can best be seen in the successful discharge rate from the program. Any student has roughly a one in five chance to go completely back to the regular classroom after one academic year within the program.

SPECIAL FEATURES OF THE PROGRAM

□ Given the model, there are certain special components that deserve elaboration: individualization of teaching; useful resource catalogues; ongoing evaluation of prescriptions; group counseling; biofeedback; and vocational education.

Individualization of teaching. First the program is based on complete individualization in order to meet the students' needs. Every student in the program has an individual prescription written for him upon entrance into the program. This prescription is based upon the diagnostic assessment, the affective profile, and the current needs of the student. Should the prescription be geared toward remedial or compensatory types of activities? This, of course, would depend upon the needs of the individual students—that course which would most benefit his educational progression and his current educational status.

Useful resource catalogues. All materials and activities included in this prescription are taken from the annually revised *Multi-Media Materials Catalogue* (Child Service Demonstration Center, 1977) and *A Resource of Teacher and Student Made Materials* (Caldwell, Schooley, Thomas, 1977).

The *Multi-Media Catalogue* is a collection of materials required in four curriculum areas: remedial, compensatory, affective, and vocational. The catalogue is organized in sections by subject. Each entry includes title,

publisher, readability level, interest level, and appropriate use. Also included in the catalogue are games, periodicals, and equipment used in the resource rooms. Professional materials and diagnostic tests constitute another section in the catalogue. This catalogue was published after 3 years of careful research and implementation of materials in the resource rooms. All materials are basically at a high interest and low vocabulary level and are geared to the needs of the secondary learning disabled student.

All materials are basically at a high interest and low vocabulary level.

A Resource of Teacher and Student Made Materials is also a collection of proven techniques implemented in the classroom over a 3 year period. Activities cover a wide variety of areas including reading, math, language, written expression, the affective domain, and career awareness. This combination of commercially prepared materials and teacher and student made materials allows for greater flexibility and motivators for the learning disabled adolescent.

Ongoing evaluation of prescriptions. All prescriptions are evaluated monthly by the staff. If a student is not progressing, a new prescription is constructed and new alternatives are explored. Good prescriptive services require an in-depth investigation before an educational prescriptive program is designed. This requires not only a thorough diagnostic profile, but also other factors such as a family history, cumulative school records, observations of the child in the regular classroom, and interviews with teachers, parents, and the student. Is the child in the beginning, middle, or latter part of secondary school? How many years will it be before he is out of school?

If a student is not progressing, a new prescription is constructed.

Group counseling. Another component of the program is group counseling, which was implemented as an additional treatment within the resource room. One group of students in each of the six school districts was directly involved in this activity. The adolescents were made aware that the feelings of lowered self esteem or self worth were also shared by other students—that these feelings are not unique and that there are solutions for their problems. These sessions were conducted one hour per week and involved 9 or 10 students and 2 facilitators. The facilitators were either members of our staff who had had course work in group dynamics and techniques or advanced graduate students from Oklahoma State University who also had this expertise in group counseling.

The most successful outcomes of this group exposure were in the following areas: (a) In the cognitive realm, students in group counseling had significantly greater gains in English grades over students not in group counseling. (b) In the affective realm, group counseling produced reliable enhancement in the students' esteem for their own identity and in their degree of interpersonal warmth. They were more comfortable with who they were and much less distant to others. (c) In the behavioral realm, their work methods improved and they behaved in a more autonomous fashion. Also these students in group counseling showed much better attitudes toward their teachers and school in general.

Students in group counseling showed much better attitudes toward their teachers and school.

All in all, group counseling produced a more positive result than even individual counseling. The latter intervention often leads to a marked dependency of these interpersonally vulnerable students on their counselors which can interfere with their maturity and growing autonomy. Group counseling effected its positive results without the problems inherent in individual counseling.

Biofeedback. Probably the most innovative procedure at the Oklahoma Child Service Demonstration Center is biofeedback. Biofeedback is a relatively

recent training procedure that permits the trainee to gain voluntary control over a variety of physiological functions and correlated psychological processes. The student is given information on his activity through electronically augmented feedback of the ongoing bodily function.

One of the project consultants, Philip J. Murphy from Oklahoma State University, who has expertise in biofeedback, supervised this special program. Two physiological activities were chosen for biofeedback training: muscle tension (frontalis EMG) and brain waves (EEG). A combination of muscle tension relaxation and brain wave training were used for randomly selected groups of students as well as for specific cases. Down training of EEG frequency and up training of EEG frequency were compared to program participation without biofeedback. Down training of EEG frequency reduced brain arousal while up training of EEG frequency increased brain arousal.

The students who were in the down training program experienced disinhibition. They showed the greatest reduction in anxiety, the greatest gains in self esteem, and a freeing up of their feelings. This effect also manifested itself in a specific enhancement in mathematics. Therefore, for our students who are relatively withdrawn, tied up inside themselves, and constricted, the EEG down training helps them become less inhibited.

The students in the up training program experienced a greater ability to focus their attention and clarify their images and thoughts. Their study habits improved, and the teacher rated them as behaviorally the most calm students in the class. Therefore, for our students who need internal structure, the up training helps them gain these controls, order their thinking, and concomitantly calm their behavior.

Relevant vocational education. For students in an agricultural state, the ability to learn agricultural skills is an important vocational option. Through a special vocational agricultural grant funded through the Program Development Branch of the Oklahoma Vocational Educational Department, a special curriculum was established for learning disabled students to learn agriculture related skills such as animal husbandry, welding, surveying techniques, and crop related activities. Students in this option spend 3 hours each day in these studies. These are students who now participate in Future Farmers of America. Students choose to either secure employment in this field after graduation or continue their education in one of the state's vocational-technical schools.

MEETING THE CHALLENGE

☐ The basic model in combination with these special features has provided the help needed to change learning disabled students considered "past help" into learners and achievers. Those of us delivering services to the secondary learning disabled student must consider factors other than just educational remediation if we are going to meet the student's total needs. Also, we cannot employ methods and techniques appropriate for elementary age children with our adolescent learning disabled population. New techniques, new methods, innovative approaches must be explored if we are going to meet this challenge. The Oklahoma Child Service Demonstration Center believes that it is overcoming barriers and meeting the challenge of providing quality education to the learning disabled adolescent.

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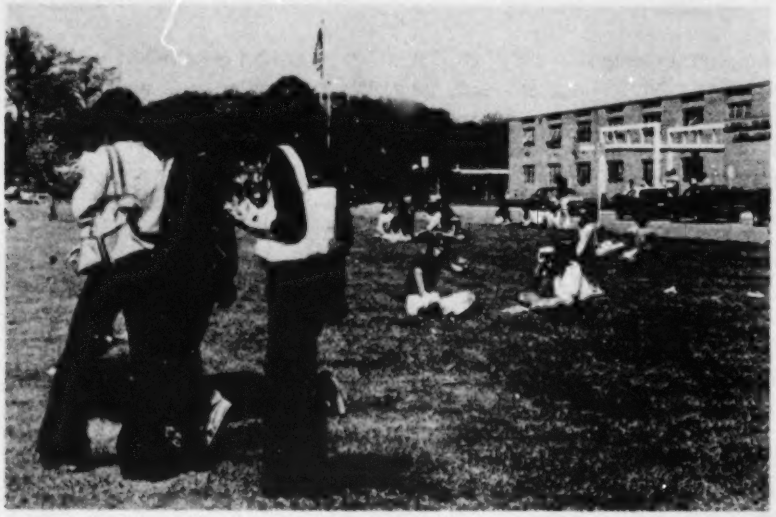
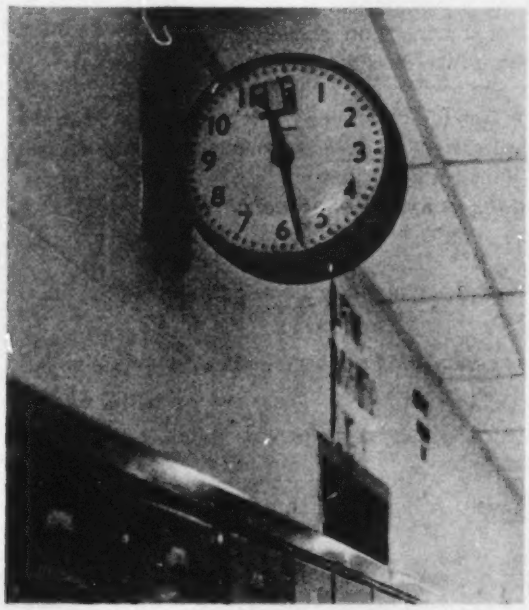
FOCUS: a successful secondary school program for dealing with disaffected youth

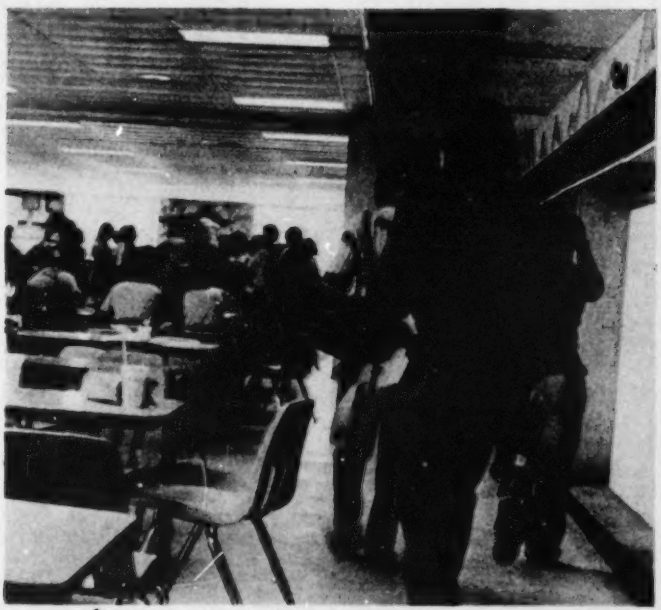
edward d. larsen

Some use drugs, some steal, some hurt others or themselves.

Regular school teachers, special education teachers, and vocational education teachers formed a team and developed a school within a school called Focus. The students selected for the program were not functioning in any way that was beneficial to themselves or those around them. Now, at the Frank B. Kellogg High School in Roseville, Minnesota, young students have the opportunity to develop a positive self concept and begin to care for and relate to others.







THE ROSEVILLE SCHOOL DISTRICT

A commitment to high quality education for each individual has been a priority.

A diversified program meets the needs of varied student abilities and interests.

☐ Independent School District No. 623, Roseville, Minnesota, is located adjacent to the Twin Cities of Minneapolis and St. Paul. A certificated staff of about 600 meets the needs of over 12,000 students in 10 elementary, 3 junior high, and 2 high schools. A commitment to high quality education for each individual student has been a priority of the citizens and staff of the Roseville School District.

The two high schools in Roseville, Alexander Ramsey and Frank B. Kellogg, have a student enrollment of about 1,600 each. A diversified program of classes is directed toward meeting the needs of varied student abilities and interests. The school offers a challenging preparatory sequence for students who will be attending college. Courses are offered for students going to vocational, trade, and business schools and for those who will immediately join the work force in industry. Special classes are offered to help intellectually handicapped students. Alternative educational models designed for students who are unsuccessful in existing programs are an integral component of the curriculum.

THE FOCUS STUDENT

Students were not functioning in a way which was beneficial to themselves or to those around them.

☐ A needs assessment conducted in 1970 identified a selected portion of the student body. These students were not functioning in a way that was beneficial to themselves or to those around them. The following list of behavioral characteristics is used to identify Focus students. Each Focus student usually exhibits several of these characteristics.

- Inability to function properly within the traditional classroom setting.
- Sufficient potential to benefit from the program.
- Academic skill development below ability.
- General recognition as an underachiever (below average for ability).
- Failure to establish goals regarding an occupational future.
- A pattern of behavior problems.
- Absenteeism and tardiness.
- A lack of motivation, direction, and drive.
- A poor self image.
- A stressful family situation which appears to have a detrimental effect.
- Hostility toward adults and authority figures.
- Identification as a potential dropout.
- Difficulty with community agencies and the law.
- General lack of involvement in any school activities.
- Serious economic problems which threaten completion of school.

GOALS AND OBJECTIVES

☐ After the target population has been identified, the next step in new program development is the development of goals and objectives. Following are the goals and objectives of the Focus program:

Overall Goal: To decrease the incidence of alienation among youth, staff, and community.

Goal I: To reduce the alienation and improve the self concept of the Focus students.

Objective A: The self concept of the Focus students will improve at least 10%.

Objective B: Interaction of Focus students with peers, parents, and adults will show improvement.

Objective C: Attitude toward school will improve at least 10% for the Focus students.

Objective D: The attitude of the parents of the program students toward

school will be as good at the end of the year as it was at the beginning of the year.

Objective E: The involvement of the parents of Focus students with the school will increase.

Goal II: To provide Focus students with increased access to desirable social roles.

Objective A: Academic achievement for the group will increase by at least one year.

Objective B: The grade point average of Focus students will be at least as good as the previous year.

Objective C: The number of dropouts will be no more than the previous year.

Objective D: Parent assessment of program students' personal and academic achievement will indicate improvement.

Objective E: 75% of the work experience students will be employed during the school year.

Objective F: At the end of the school year each work experience student will have had at least one work placement.

Goal III: To reduce negative labeling of Focus students and divert them from adjudication.

Objective A: Discipline referrals for Focus students will decrease.

Objective B: School suspensions for Focus students will decrease.

Objective C: Attendance for the group will improve.

Objective D: Tardiness for the group will decrease.

Objective E: The attitude of the school staff toward the Focus program will be as good at the end of the year as it was at the beginning.

Objective F: Court referrals will decrease at least 10% for the group.

SELECTION OF PROGRAM

☐ After the selection of students and goals for growth, several things became apparent. First of all, behavior problem students do not fit into academic ability categories. Second, it is a waste of resources to duplicate successful services. Third, education is the total school responsibility. Finally, a vehicle must be developed so that meaningful student input is a reality. With this information in mind, we formed a team of regular school teachers, special education teachers, and vocational education teachers. This team initiated a school within a school program called Focus.

We formed a team of regular, special education, and vocational education teachers.

THE FOCUS MODEL

☐ The Focus Program at Frank B. Kellogg High School is a school within a school for 75 students who for a variety of reasons are not functioning in a way which is beneficial to them or to those around them.

The program is housed within the school in an area which contains three classrooms, an office, a student commons area, and two conference rooms.

The program area contains three classrooms, an office, a student common area, and two conference rooms.

Four full time teachers and one instructional aide offer five classes: English, social studies, mathematics, work experience, and family. Students in a work experience program receive one credit in a supervised on the job training program. Each Focus student is required to take a minimum of three classes in Focus, one of which is always the group process experience called

Each student takes a minimum of three classes in Focus and at least one class from the regular school program.

the Family Group. All students must also elect at least one class each year from the regular school program.

FAMILY GROUP PROCESS

☐ The Focus program differs in several ways from other minischool concepts dealing with alienated youth. One significant difference centers in the Family Group process, which is the backbone of the Focus program. This group interaction allows for the meaningful student input which is so essential for successful programs. Each Family Group consists of 8 to 10 students and one teacher-advisor who meet together for one class period each day throughout the school year.

Family Group consists of 8 to 10 students and a teacher advisor.

Family is a group process that uses the peer group to encourage positive youth development. This process uses peer group pressure, probably the most powerful single influence on an adolescent's behavior. In Family, the peer group's influence is guided to deal with the problems causing student disaffection. The skillful group leader directs the influence of peers to help a given youngster deal with his disaffection.

This process used peer group pressure.

The disaffected youngsters seem to have no identity. The students fear being different. They want to be unique human beings but they fear rejection if they do not think and act like their peers. When rejected they feel alone, they find a hostile world and they believe there is nothing worse than to face life alone. The disaffected youngsters are alone and afraid in a world they do not understand.

The disaffected youngster is alone and afraid.

While disaffected students appear to be members of cohesive peer groups, closer examination often reveals they have no emotional commitment to one another. They do not seem to care about each other. Communication is superficial and deals only with common daily life events.

Disaffected students are fearful of rejection. They are afraid to verbalize their personal attitudes and values. They are afraid to share their concerns about their present and future lives. It often takes many months for these students to learn that they can trust the leader and other students. After years of feeling inadequate it takes time to learn that one's thoughts and beliefs are valuable. When this happens, the leader can begin to teach them how to respond to others. The group leader works to develop an atmosphere of trust and caring in the group.

The group leader works to develop an atmosphere of trust and caring.

Some students are more severely disaffected than others. For these students, the loneliness they feel is very painful. This loneliness stems from a long term alienation from meaningful relationships with others. These students do not just fear rejection and loneliness; they fear abandonment. They believe that they are such worthless individuals that no matter what they do, abandonment is certain. Adults have failed to teach these adolescents a sense of self worth. They lack self esteem to the point that they become socially self destructive.

Students do not just fear rejection and loneliness; they fear abandonment.

Some students are so severely disaffected they appear to be attempting social suicide. Their manipulations are so destructive it is often difficult for the group leader not to reject them. If their behavior is not altered immediately, the leader will lose control of the group, not just the individual. If the leader rejects the students, the others may fear rejection also and the group's development is impeded. It is important that the student knows the leader cares enough about each member not to allow the destructive social behavior to continue. The leader rejects the behavior, not the student, and thereby attempts to show the student he or she will not be rejected for his or her behavior. The leader must realize that behind the obnoxious, manipulative, aggressive facade there is a scared, hurt child. The leader must realize that this person wants to be valued, and attempt to facilitate this attitude in the group. Group leaders must be strong and nurturant and willing to show they

Some appear to be attempting social suicide.

The leader rejects the behavior, not the student.

care enough to stop all behavior which will hurt one member or hurt the group. Too often group leaders feel that the nurturant component is all that is necessary.

Focus strives to show students that rejection is not inevitable. Students learn that through change, growth, and productivity they gain respect for themselves and the respect of others.

The success of Family Group is not magic. Rather, it involves methods which others can learn and use.

Success is not magic; it involves methods others can learn.

☐ Another significant area of emphasis is the work experience program. Approximately 50 Focus students meet for one class period a day in an occupational relations seminar and discuss self development, work problems, on the job human relations, and a variety of other work related topics.

WORK EXPERIENCE

Students work in a variety of supervised work stations. Many Focus students do not function well in a traditional school but do function well in a work setting with vocational guidance. The work experience program bridges the gap between school and the work community for many Focus students.

Students work in a variety of supervised work stations.

☐ The insights that we have achieved while working with our students have been developed into the basic philosophy of the Focus program. They are caring, the setting of expectations, structure, individualization, responsibility, and reinforcement.

WHAT WE HAVE LEARNED

☐ All persons feel pain when they do not have intimate caring contact with other human beings. As adolescents feel increasing pain, they will concentrate more and more of their energies into dealing with this pain in what may well be inappropriate and possibly dangerous ways. Some use drugs, some steal, some hurt others or themselves. What these young people need is something which they will not find through these desperate attempts. They need the warm human contact that others can provide. Adolescents who come to feel cared about learn to care for themselves and for others.

THE CARING APPROACH

Adolescents who come to feel cared about learn to care for themselves and others.

Basically, we care effectively when we react and behave in ways that meet the real needs of others, not just our own. To do this we must first develop skills of effective listening and observation to make it possible to more accurately recognize and differentiate the needs of adolescents. These skills are developed through coursework, constant practice, and observation. Through the application of these skills we can influence positive classroom behavior and generate an atmosphere of warmth and caring.

We must develop skills of effective listening and observation.

☐ We believe that expectations are really self fulfilling prophecies—what we expect to happen, happens. Teachers who expect disaffected students to do poorly are likely to see them fail or cause disruption. Teachers who have positive, reasonable expectations for students, will have successful students.

EXPECTATIONS
What we expect to happen, happens.

Parents and teachers of socially maladjusted or emotionally disturbed adolescents sometimes take a permissive approach which has almost no application when working with "turned off" students. It tends to reinforce the irrational idea of getting something for nothing, a pervading concept of the emotionally disturbed. They often overestimate their abilities in a manner which can lead to self destructive behavior throughout their lives. The complete lack of personal responsibility in goal achievement is a symptom of this behavior. When students continuously and systematically blame their parents, teachers, or employers for their failures, one suspects it is the individual's problem, not all those others who are forever "goofing up." The identification of this problem and the realization that a person is responsible for his or

A permissive approach has almost no application when working with "turned off" students.

The realization that a person is responsible for his own behavior is one of the most vital pieces of reality.

her own behavior, is one of the most vital pieces of reality that an unsuccessful adolescent can learn.

Overestimating or underestimating the capabilities of each student is a pitfall to avoid in setting expectations. Each will have different limitations and different potentials. An important key to establishing meaningful goals is the individual's ability to be flexible. If the goals are not appropriate, they must be changed. The teachers involved must be able to admit mistakes, reevaluate situations, and proceed with alternate strategies which offer a greater probability of success.

If goals are not appropriate, they must be changed.

STRUCTURE
Students are afraid of more failure, pain, and rejection.

☐ Focus students, though they may not look like it, are scared. They are afraid of more failure, more pain, and ultimately more rejection. Ironically, they behave in ways which often lead to these results they fear so much. We feel the Focus structure must be designed to alleviate these fears directly and at the same time provide students with knowledge and experience in alternative approaches, behaviors, and understanding.

Our first goal with Focus students is to make them feel secure in our environment. Students feel an immense amount of security when they are confident of their relationships with others. Knowing for sure what to do, where to be, when to be there, and how long to be there also adds considerably to their feelings of security and reduces energy consuming decisions they have to make.

To make this secure environment a reality we have developed ways to reduce distance between students and staff, to reduce distance between student and student, to discover and to assign appropriate classwork, to avoid confusion in classwork, to give students tools to understand themselves and others, to make consequence systems natural and more comprehensible, to teach students how to get adequate information and how to solve problems, to narrow decision making possibilities, and to increase opportunities for success.

Students are allowed to make decisions when they demonstrate security and desire to take on additional responsibilities.

Within this comprehensive design we allow students to make decisions when they demonstrate both the security and desire to take on additional responsibilities. Our structure facilitates this growth potential by providing many roles for students to assume. The Focus structure is then flexible enough to allow us to provide for the need deficiencies of our students and to encourage their development and growth.

INDIVIDUALIZATION
Individualization is a philosophy of how to treat human beings.

☐ Individualization is an essential component of the Focus model. It is not simply a curricular tool; it is a philosophy of how to treat human beings. It extends beyond the typical individualized curriculum to deal with all aspects of students' needs. School failure is a primary cause of behavior problems, feelings of worthlessness, and low self concept. In Focus, feelings of success and self worth are reinforced. The Focus program individualizes not just curriculum but time structuring, discipline, rewards, attention giving, confrontation, and problem resolution.

To individualize we must determine whether the student needs and can benefit from the Focus program. Testing of skills and attitudes provides useful information about the students' background and feelings. Conferences and interviews give further assessment of the students' needs. The various tests, interviews, and conferences make it possible to determine which students need, want, and can benefit from Focus, and what approach to take to deal with specific behaviors when a student enters the program.

Abilities, interests, and relevance determine course content.

A student's experience in Focus primarily depends upon his or her apparent needs. In the class, individual contracting is done. Abilities, interests, and relevance determine the course content. Each student begins at his or

her particular level in skill development, and expectations are developed from there.

The major expectation is growth. The rate and level of growth are determined by the special considerations of each case. Some students have learning problems, some have short attention spans, some have a poor sense of timing and responsibility. Expected growth is negotiated between the teacher and student. Grading and prompt exploration of grades is important to the students. Grades are given primarily to measure individual growth in meeting expectations.

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In Family Group, the concept that individual differences are acceptable and desirable is stressed. An effort is made to create a safe environment for discussion of these differences. A great deal of time in Family is spent communicating that each person is a worthwhile individual and has the potential for success. When negative behavior occurs, each individual is expected to deal with the consequences of his or her behavior.

When a person experiences growth and success, feedback and attention are given to reinforce the growth. When the student has problems, contingency contracting is sometimes effective. The individuals are asked to take a look at where they are and where they would like to be, or think they should be. A plan to reach the goal is then drawn up with regular checkpoints and sometimes modifications, always keeping in mind the capabilities and needs of the individuals. Students respond to this structure in a positive way if the goals are consistent with their needs.

Contingency contracting is sometimes effective.

☐ Focus stresses the concept that each person, staff as well as student, is responsible for all of his or her behavior. Excuses, explanations, blaming, and other "if it weren't for. . . " rationalizations are not accepted as reasons for not being in charge of one's personal behavior. The person who exhibits the behavior is the only one who can choose how to act. No one else can accept the responsibility for our behavior for us. We are responsible for what we do. A variety of circumstances, temptations, and emotions can influence our actions. While we can understand this and can talk about it, we still will not excuse a behavior that injures self or others or remove the responsibility from the students.

RESPONSIBILITY

No one else can accept the responsibility for our behavior for us.

Focus also stresses that each person is responsible for his feelings and emotional control. "You made me mad" statements really indicate that we cannot control our emotions and that we can be easily manipulated by others. A responsible person will find ways to deal with his emotions in constructive ways.

Responsible persons will find ways to deal with their emotions in constructive ways.

We believe strongly that the only way a student learns to be responsible is by being given opportunities to act responsibly. When we command students to do something, when we provide them with answers, when we give them advice, when we deny them the opportunity to make mistakes, when we do things for them that they can do for themselves, when we make their decisions for them, we deny them the opportunity to learn to be responsible. We make them dependent upon us. We prevent them from growing up to become mature young adults.

☐ Behavior is influenced by its consequences. People will repeat behavior that results in desirable consequences. In many ways teachers and students are constantly using reinforcement on one another, most of it accidental. Since we constantly shape behavior by reinforcement, it makes much more sense to be deliberate and to plan for its use. The following information should help in using reinforcement to change behavior.

REINFORCEMENT
People will repeat behavior that results in desirable consequences.

The learners must be ready to learn. They must be able to receive what

someone has to give them. This means they should not be distracted or tuned out because they are sick, tired, anxious, frightened, worried, or otherwise emotionally involved.

The behavior must be realistic and achievable.

The task must be within the learner's capabilities. It is destructive to assign impossible tasks and then fail the student for not accomplishing the task. The behavior must be realistic and achievable. The capacity and development of each person is unique and each person's individuality must be respected and considered.

Avoid punishment except as a last resort.

Avoid punishment except as a last resort. Punishment is only effective temporarily. The student simply learns to avoid the punisher, or in some cases, remove the source of the punishment.

The teacher must reinforce the learner by providing good feelings following positive student behavior. The learner may receive a material reward (food, money, gifts, points); or reinforcement may be emotional (attention and praise).

Reinforce whatever you want the learner to do.

Reinforce whatever you want the learner to do. If we ignore desirable behavior and give attention only to undesirable behavior, we actually train students to misbehave.

Behavior must be reinforced immediately. If the learning goal and consequent reinforcement are delayed too long the desired behavior may not occur.

Break tasks down and provide frequent reinforcement. When students experience continued success they will then be able to tolerate larger tasks and longer reinforcement delays.

STUDENT LEADERSHIP

The only way a student learns to be responsible is to be given opportunities to act responsibly.

☐ In discussing the Focus philosophy, I stated that teachers should never do something for students that they can do themselves. The only way a student learns to be responsible is to be given opportunities to act responsibly. For this reason the Focus program has continually strived to provide students with access to meaningful decision making roles.

The Leadership Board is the student government of Focus.

In addition to the Family Group, the Focus program provides for leadership through the Leadership Board. The Leadership Board is the student government of Focus. The purpose is to provide students with:

1. Leadership role experience.
2. An opportunity for instruction in leadership skills.
3. A vehicle for helping students with serious class or program problems.
4. A way to implement change in program structure.

Each Family Group elects two representatives to serve on the board. The board members should demonstrate:

1. Excellent attendance.
2. Ability to treat others fairly.
3. A caring attitude towards others.
4. A desire to develop leadership skills.
5. Problem solving ability.
6. A desire to learn.

The board spends a great deal of its time dealing with student violations of minimum standards and behavior which has been determined to be detrimental to self, others, and Focus. The Board has developed a referral system which includes contracts. This system allows the Board to determine when the student can no longer be part of the Focus program.

The Board has developed a referral system which includes contracts.

Other Board responsiblities include new student selection, planning field trips, planning social activities, public relations, coordination of visitors, planning volunteer activities, and developing appropriate committees.

FIGURE 1.
SUMMARY OF FOCUS EVALUATION 1971-1976

Objectives	Indicators	Findings
Improve attitude toward school	IOX School Sentiment Index	Increase*
Improve self concept	IOX Self Appraisal Inventory	Increase*
	MMPI Ego Strength Scale	Increase*
Increase academic achievement	GPA	Increase*
Decrease discipline referrals	Number of school referrals	Decrease*
	Number of court referrals	Decrease*
Decrease school suspensions	School suspension records	Decrease*
Decrease in days absent	School attendance record	Decrease*

* Significant at the .05 level or better.

PARENT INVOLVEMENT

The Focus staff provides for meaningful parent input before problems arise.

☐ Parents of Focus students can be valuable in modifying student behavior. Parents want more involvement, but do not know how to get involved. Most school contact in the past has been negative. The Focus staff provides for meaningful parent input before problems arise. The Focus staff conducts regularly scheduled parent conferences for students in his or her family group. Family counseling and referrals for family counseling have become an integral part of the Focus program.

COMMUNITY AGENCIES

We must cooperate with and support any agency that offers potential services to adolescents.

☐ Disaffected students have educational, medical, legal, counseling, therapeutic, experiential, and residential needs which cannot be totally met within school programs. An effective school program must have referral processes to a variety of community agencies and services. We feel we must cooperate with and support any agency that offers potential services to adolescents.

We use the Corrections Department extensively to meet the special needs of youth. Other sources of aid we employ include welfare, private agencies, the school system, community members, and our students' parents.

In retrospect, we have found that the coordination and cooperation of the various community agencies working with youngsters is important for the community and for the young people in question. When all the agencies work together to help the students, they obtain the best treatment available. Without this cooperation, much of our success would have been impossible.

EVALUATION

Program evaluation should not be confused with the individual student evaluations.

☐ The Focus program has developed an extensive evaluation model for program management. This is program evaluation and should not be confused with the individual student evaluation. Figure 1 is a brief summary of Focus Evaluation.

SUMMARY

☐ Since the Focus program began, dropout and absentee rates in the Roseville high schools have gone down, and there have been fewer disciplinary problems and court referrals. Focus students also boast achievement gains and improved attitudes toward school. But, the most significant change is their improved self concepts.

There is no magic formula for the success of the Focus program. The success is due primarily to the teachers in the program. A teacher who really cares can make a child feel really important. Once students start to develop positive self concept, they can begin to care for and relate to others. The success of the Focus program is also demonstrated in its replication in other schools. In 1974 through 1976, the US Office of Education gave the Roseville School District a grant to help other school districts adopt the program. More than 450 educators in 30 states have been trained in the Focus techniques. At least 78 schools in 23 states now use the Focus model.